| Cycle B | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Curriculum Concepts** | **Respect Democracy Influence Identity** | | **Diversity Inclusivity Transformation Power** | | **Creativity Well-Being Sustainability Dreams** | |
| English | Hook and Text – Myths<br>Whole School Transition Short Stories on a theme – L<br>Explanation – Amazing gadgets | Hook and Text - Cog heart character analysis<br>Diary writing – S<br>Recount Newspaper Article– L<br>Descriptive - S | Hook and Text – Piano<br>Writer's craft Flashbacks – L<br>Explanation Texts – How we see things – L | Hook and Text - Flood Lands<br>Description S<br>Discussion – L<br>Letter - S<br>Non-Chronological Report – S<br>Poetry Free Verse –S | Hook and Text – Cosmic<br>Fiction (Sci-Fi) -L - SJ<br>Poetry – comic verse – Haiku – Kennings –S (SS)<br>Fiction (Prequels) - L<br>– video link - The Astronomer's Son - JC | Hook and Text – Greta Thornberg<br>Biography/Autobiography - L – Greta Thornberg (JC)<br>Persuasive – L (SS)<br>Discussion – S (SJ) |
| Maths | Year 5<br>Place Value<br>Four operations<br>Fractions | | Year 5<br>Multiplication and division<br>Fractions<br>Decimals & Percentages<br>Perimeter & Area<br>Statistics | | Year 5<br>Shape<br>Position and direction<br>Decimals<br>Negative numbers<br>Converting units of measure<br>Volume | |
| | Year 6<br>Place Value<br>Four operations<br>Fractions<br>Converting Units of Measure | | Year 6<br>Ratio<br>Algebra<br>Decimals fractions and percentages<br>Area, Perimeter and volume<br>Statistics | | Year 6<br>Coverage of any areas identified for additional push before SATS.<br>Shape – Angles<br>Position and Direction<br>Themed Projects | |
| Science | **Evolution & Inheritance**<br>Pupils should be taught to:<br>- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago<br>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br>- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.<br><br>**Living Things**<br>Pupils should be taught to:<br>- describe how living things are classified into broad groups according to common observable characteristics | | **Light**<br>Pupils should be taught to:<br>- recognise that light appears to travel in straight lines<br>- 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<br>- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes<br>-use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.<br><br>**Electricity**<br>Pupils should be taught to:<br>- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit | | **Animals including Humans**<br>Pupils should be taught to:<br>- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood<br>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br>- describe the ways in which nutrients and water are transported within animals, including humans. | |

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| | and based on similarities and differences, including micro-organisms, plants and animals<br>- give reasons for classifying plants and animals based on specific characteristics. | - 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<br>- use recognised symbols when representing a simple circuit in a diagram. | |
| Working Scientifically | During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:<br>- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br>- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate<br>- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br>- using test results to make predictions to set up further comparative and fair tests<br>- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations<br>- identifying scientific evidence that has been used to support or refute ideas or arguments. | | |
| Art | **Collage:**<br>To improve their mastery of art and design techniques with a range of materials – collage.<br>Children can:<br>Add collage to a painted or printed background;<br>Create and arrange accurate patterns;<br>Use a range of mixed media;<br>Plan and design a collage; | **Textiles**<br>To improve their mastery of art and design techniques with a range of materials – textiles.<br>Children can:<br>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour;<br>Add decoration to create effect | **Sculpture:**<br>To become proficient in sculpting techniques.<br>To improve their mastery of art and design techniques, including sculpting with a range of materials.<br>Children can:<br>Plan and design a sculpture;<br>Use tools and materials to carve, add shape, add texture and pattern;<br>Develop cutting and joining skills, e.g., using wire, coils, slabs and slips;<br>Use materials other than clay to create a 3Dsculpture; |
| DT | • | **Structures – Frame Structures**<br><br>Ancient Greece - Designing a small-scale structure (possibly using straws).<br><br>**Outcomes**<br>Research user needs and existing products and develop and model | • | **Food – celebrating culture & seasonality (Chinese New Year)**<br>Willy Wonka's Fair-trade cookies - finished with Chinese themed decoration<br><br>**Outcomes**<br>Generate and explore innovative ideas through | • | **Electrical Systems – more complex switches & circuits**<br><br>Loop wire game linked to switches.<br><br>**Outcomes**<br>Develop a design specification for a functional product that responds automatically to changes in the environment. |

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| | [redacted] | innovative ideas into a design specification.<br>Formulate a plan with a step-by-step list of tasks and resources.<br>Use tools to accurately measure, mark out, cut, shape and join materials to make frameworks.<br>Use finishing techniques suitable for the product and critically evaluate their products against a range of criteria.<br>Research key events and individuals relevant to frame structures. | [redacted] | research and discussion to develop a design brief.<br>Write a step-by-step recipe, including a list of ingredients, equipment and utensils.<br>Using appropriate utensils and equipment accurately, make, decorate and present a food product for the intended user and purpose.<br>Evaluate a range of relevant products and ingredients and the final product with reference to the design brief and specification.<br>Understand seasonality and the source of different food products. | [redacted] | Formulate a step-by-step plan to making, listing tools, equipment, materials and components. Use a computer control program to enable an electrical product to work automatically in response to changes in the environment.<br>Test and evaluate the system to demonstrate its effectiveness for the intended user and purpose.<br>Know and use technical vocabulary relevant to the project. |
| Computing | **Purple Mash Units 6.1, 6.2 & 6.3**<br>**Outcomes Year 5**<br>Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.<br>Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.<br><br>**Outcomes Year 6**<br>Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical | | **Purple Mash Units 6.4 & 6.5**<br>**Outcomes Year 5**<br>Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.<br>Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilizing such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.<br>When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables<br>Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications | | **Purple Mash Units: 6.6 & 6.7**<br>**Outcomes Year 5**<br>Children may attempt to turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts. Children are able to test and debug their programs as they go and can use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.<br>Children can translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilizing such structures. They are combining sequence, selection and repetition with other coding structures to achieve their algorithm design.<br>When children code, they are beginning to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables<br>Children understand the value of computer networks but are also aware of the main dangers. They recognise what personal information is and can explain how this can be kept safe. Children can select the most appropriate form of online communications |

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| | thinking skills in everyday use of online communication.<br>Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements | contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.<br>Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.<br>Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.<br>Children have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services. Children implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.<br><br>**Outcomes Year 6**<br>Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.<br>Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of | contingent on audience and digital content, e.g. 2Blog, 2Email, Display Boards.<br>Children search with greater complexity for digital content when using a search engine. They are able to explain in some detail how credible a webpage is and the information it contains.<br>Children are able to make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution. e.g. creating their own program to meet a design brief using 2Code. They objectively review solutions from others. Children are able to collaboratively create content and solutions using digital features within software such as collaborative mode. They are able to use several ways of sharing digital content, i.e. 2Blog, Display Boards and 2Email.<br><br>**Outcomes Year 6**<br>Children are able to turn a more complex programming task into an algorithm by identifying the important aspects of the task (abstraction) and then decomposing them in a logical way using their knowledge of possible coding structures and applying skills from previous programs. Children test and debug their program as they go and use logical methods to identify the cause of bugs, demonstrating a systematic approach to try to identify a particular line of code causing a problem.<br>Children translate algorithms that include sequence, selection and repetition into code and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures, including nesting structures within each other. Coding displays an improving understanding of variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.<br>Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole. |

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| | | | variables in coding, outputs such as sound and movement, inputs from the user of the program such as button clicks and the value of functions.<br>Children are able to interpret a program in parts and can make logical attempts to put the separate parts of a complex algorithm together to explain the program as a whole.<br>Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the internet in school.<br>Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.<br>Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements.<br>Children demonstrate the safe and respectful use of a range of different technologies and online services. They identify more discreet inappropriate behaviours through developing critical thinking, e.g. 2Respond activities. They recognise the value in preserving their privacy when online for their own and other people's | | Children understand and can explain in some depth the difference between the internet and the World Wide Web. Children know what a WAN and LAN are and can describe how they access the internet in school.<br>Children readily apply filters when searching for digital content. They are able to explain in detail how credible a webpage is and the information it contains. They compare a range of digital content sources and are able to rate them in terms of content quality and accuracy. Children use critical thinking skills in everyday use of online communication.<br>Children make clear connections to the audience when designing and creating digital content. The children design and create their own blogs to become a content creator on the internet, e.g. 2Blog. They are able to use criteria to evaluate the quality of digital solutions and are able to identify improvements, making some refinements. | |
| PE<br>Aesthetics | Swimming (Y6)/<br>Dance (Y5) | Gymnastics | Dance (Electricity) | Circuit training | May Dancing/<br>Orienteering | Athletics/<br>Sports Day Prep |
| Games | Football (with teacher)/<br>Netball (with PE Specialist) | Football (with teacher)/<br>Netball (with PE Specialist) | Basketball (with teacher)/<br>Dodgeball (with PE specialist) | Basketball (with teacher)/<br>Dodgeball (with PE specialist) | Cricket (with teacher)/<br>Rounders (with PE specialist) | Cricket (with teacher)/<br>Rounders (with PE specialist) |

| Music<br><br>Year 5 | **History Topic Link: Ancient Greece**<br>**Vocal focus – BBC KS2 Music: Heroes of Troy and Musical Contexts Ancient Greece Resources**<br>**Vocal Focus**<br>Sing songs with increasing control of breathing, posture and sound projection<br>Sing songs using notation of their own.<br>Sing full diatonic scales in different keys<br>Sing music in 3 parts, and music in 4 parts<br>Sing songs in Ternary form, verse and chorus form and music with multiple sections<br>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.<br>Observe phrasing, accurate pitching and appropriate style.<br>Sing *three-part* rounds, *partner songs*, and songs with a *verse and a chorus*.<br>Perform a range of songs in school assemblies and in school performance opportunities | **Unit 2 Christmas Songs**<br>**Vocal Focus**<br>Sing songs with increasing control of breathing, posture and sound projection<br>Sing songs using notation of their own.<br>Sing full diatonic scales in different keys<br>Sing music in 3 parts, and music in 4 parts<br>Sing songs in Ternary form, verse and chorus form and music with multiple sections<br>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.<br>Observe phrasing, accurate pitching and appropriate style.<br>Sing *three-part* rounds, *partner songs*, and songs with a *verse and a chorus*.<br>Perform a range of songs in school assemblies and in school performance opportunities | **Unit 3 Electronic Music**<br>**Composition Focus**<br>Identify different starting points for composing music<br>To identify triad chords in composition<br>Use a wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), Mezzo Forte (moderately loud), Mezzo piano (moderately quiet.<br>Use playing techniques to create effects in music, pizzicato, tremolo etc…<br>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen.<br>Working in pairs, compose a short *ternary* piece.<br>Use chords to compose music to evoke a specific atmosphere, mood or environment.<br>Capture and record creative ideas using any of:<br>Graphic symbols<br>Rhythm notation and time signatures<br>Staff notation<br>technology | **Unit 4 History topic link: Early civilisations – Ancient Sumer**<br>**Instrumental focus Charanga Djembe Course**<br>**Instrumental Focus**<br>Identify repeated patterns used in a variety of music (ostinato)<br>Improvise rhythmic patterns<br>Identify melodic phrases and play them by ear<br>To recognise simple time, compound time and syncopation<br>Play music in 3 parts and 4 parts<br>Recognise and use additional rhythm notation of Semibreves, semi-quavers.<br>Identify and follow time signatures 2/4, 3 /4 . 4/4<br>Play melodies on *tuned percussion*, melodic instruments or keyboards, following *staff notation* written on one stave and using notes within the Middle C–C'/do–do range.<br>Understand how *triads* are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs | **Unit 5 Blackbird**<br>**Instrumental Focus**<br>**Use own instruments or Glockenspiel or Recorders to learn and accompany the song.**<br>Identify repeated patterns used in a variety of music (ostinato)<br>Improvise rhythmic patterns<br>Identify melodic phrases and play them by ear<br>To recognise simple time, compound time and syncopation<br>Play music in 3 parts and 4 parts<br>Recognise and use additional rhythm notation of Semibreves, semi-quavers.<br>Identify and follow time signatures 2/4, 3 /4 . 4/4<br>Play melodies on *tuned percussion*, melodic instruments or keyboards, following *staff notation* written on one stave and using notes within the Middle C–C'/do–do range.<br>Understand how *triads* are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs |
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| | | | | Improvise over a simple *groove*, responding to the *beat*, creating a satisfying melodic shape;<br>Experiment with using a wider range of *dynamics*, including very loud (*fortissimo*), very quiet (*pianissimo*), moderately loud (*mezzo forte*), and moderately quiet (*mezzo piano*). | |

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| **Year 6** | **Young Voices**<br>Sing a round in two parts and identify the melodic phrases and how they fit together<br>Sing full diatonic scales in different keys<br>Sing music in 3 parts, and music in 4 parts<br>Sing songs in Ternary form, verse and chorus form and music with multiple sections<br>Sing a broad range of songs, including those that involve ***syncopated*** rhythms, as part of a choir, with a sense of ensemble and performance.<br>Observe rhythm, phrasing, accurate pitching and appropriate style.<br>Continue to sing ***three- and four-part rounds*** or partner songs<br>Experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence.<br>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. | Explore, select and combine a variety of different sounds to compose a soundscape<br>Use a range of stimuli and develop musical ideas into a completed composition<br>To use triad chords in composition<br>To identify triad chords in composition<br>Use a wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), Mezzo Forte (moderately loud), Mezzo piano (moderately quiet.<br>Use playing techniques to create effects in music, pizzicato, tremolo etc…<br>Plan and compose an 8- or 16-beat melodic phrase<br>Incorporate rhythmic variety and interest.<br>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.<br>Enhance melodic compositions with rhythmic or chordal accompaniment.<br>Compose a ***ternary*** piece;<br>Use available music software/apps to create and record it, discussing how musical contrasts are achieved. | Perform and independent part and keep a steady beat<br>Subdivide the pulse keeping to a steady beat<br>Create different accompaniments using combinations of different pitches<br>Perform on instruments using staff notation as a support<br>To recognise simple time, compound time and syncopation<br>Play music in 3 parts and 4 parts<br>Recognise and use additional rhythm notation of Semibreves, semi-quavers.<br>Identify and follow time signatures 2/4, 3 /4 . 4/4<br>Play a melody following ***staff notation*** written on one stave and using notes within an ***octave range (do–do)***;<br>make decisions about dynamic range, including fortissimo pianissimo , mezzo forte and mezzo piano<br>Accompany this same melody, and others, using block chords or a bass line.<br>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.<br>The accompaniment, if instrumental, could be chords or a single-note bass line. | Perform and independent part and keep a steady beat<br>Subdivide the pulse keeping to a steady beat<br>Create different accompaniments using combinations of different pitches<br>Perform on instruments using staff notation as a support<br>To recognise simple time, compound time and syncopation<br>Play music in 3 parts and 4 parts<br>Recognise and use additional rhythm notation of Semibreves, semi-quavers.<br>Identify and follow time signatures 2/4, 3 /4 . 4/4<br>Play a melody following ***staff notation*** written on one stave and using notes within an ***octave range (do–do)***;<br>make decisions about dynamic range, including fortissimo pianissimo , mezzo forte and mezzo piano<br>Accompany this same melody, and others, using block chords or a bass line.<br>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.<br>The accompaniment, if instrumental, could be chords or a single-note bass line. |
| Geography | [redacted] **Skills** | [redacted] **China** | [redacted] | **Dynamic Earth** | |

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| | | - Begin to use atlases to find out about other features of places (eg find wettest part of the world).<br>- Find/recognise places on maps of different scales (eg the River Nile).<br>- Begin to draw a variety of thematic maps based on their own data.<br>- Use index and contents page within atlases.<br>- Use medium scale land ranger OS maps.<br>In addition to Years 3, 4 and 5:<br>- Use OS maps.<br>- Confidently use an atlas.<br>- Use 4 figure coordinates confidently to locate features on a map.<br>**Knowledge**<br>-Greece climate and physical features: beach, cliff, island, coast, forest, hill, mountain, mountain range, sea, ocean, river, valley, soil, vegetation<br>-Greece human geography: land use, natural resources, population and distribution, demographics, industries,<br>-Understand similarities and differences between the UK and Greece | | **Skills**<br>- Begin to suggest questions for investigating.<br>- Begin to use primary and secondary sources of evidence (including sketch maps, plans, graphs, digital technologies) in their investigations.<br>- Investigate places with more emphasis on the larger scale; contrasting and distant places.<br>- Collect and record evidence unaided.<br>- Begin to use 6 figure grid references; use latitude and longitude on atlas maps.<br>- Use atlas symbols.<br>**Knowledge**<br>-Location and names of China, regions, cities, seas and key landmarks/features<br>-Geographical features including distribution of natural resources; economic activity and trade; development over time; population, including the one-child policy and its impact<br>-Location of China in the world<br>-Understand how China's population has changed over time<br>-Locate China on a world map<br>Locate China's key physical and human features on a map of China | | **Skills**<br>- Suggest questions for investigating.<br>- Use primary and secondary sources (including sketch maps, plans, graphs, digital technologies) in their investigations.<br>- Analyse evidence and draw conclusions eg from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.<br>- Use 8 compass points confidently and accurately;<br>- Use a scale to measure distances.<br>- Draw/use maps and plans at a range of scales.<br>- Draw a plan view map accurately.<br>**Knowledge**<br>-Plate tectonics as the cause of: mountains, volcanoes, earthquakes and tsunamis.<br>-Non-renewable vs renewable energy<br>-Process of climate change<br>-Impacts of earthquakes and volcanoes on people<br>-Human contribution to global warming<br>-Changes in the earth's climate over the last 1 million years<br>-sustainability in human industry<br>-human land use |

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| | | | | -Interpret a graph of China's population data to describe changes | | -location of mountain ranges; specified volcanoes; recent earthquakes<br>-Understand how natural events can affect humans<br>-Understand how humans have to live with threats from nature<br>-Understand how human actions affect the planet |
| History | **What the Greeks taught us.**<br>**Ancient Greece** – a study of Greek life and achievements and their influence on the western world<br><br>**Skills Outcome:**<br>Know and sequence key events of time studied.<br>Use relevant terms and period labels.<br>Make comparisons between different times in the past<br>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.<br>Compare beliefs and behaviour with another time studied.<br>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.<br>Link sources and work out how conclusions were arrived at. | | **The Shang Dynasty**<br>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China<br>**Skills Outcome:**<br>Know and sequence key events of time studied.<br>Use relevant terms and period labels.<br>Make comparisons between different times in the past<br>Find out about beliefs, behavior and characteristics of people, recognising that not everyone shares the same views and feelings.<br>Compare beliefs and behaviour with another time studied.<br>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.<br>Link sources and work out how conclusions were arrived at. | | **Ancient Civilizations Sumer**<br>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Sumer.<br>Skills Outcome: Know and sequence key events of time studied.<br>Use relevant terms and period labels.<br>Make comparisons between different times in the past –<br>Find out about beliefs, behavior and characteristics of people, recognising that not everyone shares the same views and feelings. –<br>Compare beliefs and behaviour with another time studied. –<br>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. – | |

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| | Consider ways of checking the accuracy of interpretations; fact, fiction or opinion.<br>Be aware that different evidence will lead to different conclusions.<br>Confidently use the library and internet for research<br>Recognise primary and secondary sources.<br>Use a range of sources to find out about an aspect of time past. | | Consider ways of checking the accuracy of interpretations; fact, fiction or opinion.<br>Be aware that different evidence will lead to different conclusions.<br>Confidently use the library and internet for research<br>Recognise primary and secondary sources.<br>Use a range of sources to find out about an aspect of time past. | | Link sources and work out how conclusions were arrived at. –<br>Consider ways of checking the accuracy of interpretations; fact, fiction or opinion.<br>Be aware that different evidence will lead to different conclusions. –<br>Confidently use the library and internet for research –<br><br>Recognise primary and secondary sources. –<br>Use a range of sources to find out about an aspect of time | |
| RE | **Does it matter what people believe about creation?**<br><br>1/Compare different views of sacred space, sacred texts or sacred people with reference to 2 given faiths2/ Use appropriate examples to support their ideas and opinions<br>3/ Ask important questions about prayer, worship, pilgrimage and miracles and suggest answers with reference to different religions | **Is 'God Made Man' a good way to understand the Christmas story?**<br><br>1/ Compare symbols and words to show understanding of the similarities and differences between Christian views of God and the views of other religions<br>2/ Describe similarities or differences about what believers might learn from two given religious stories | **Do Clothes express beliefs?**<br><br>1/Describe and give reasons for the key features of a religious building with reference to holy texts where appropriate<br>2/ Recognise and explain the religious significance behind a range of dress codes and how they demonstrate commitment to a religious belief | **Is the resurrection important to Christians?**<br><br>1/ Explain how a Christian understanding of the resurrection might influence the way Christians respond to death2/ Devise 4 questions to ask about why people choose to believe in resurrection, heaven, life after death and suggest answers that people from different religions might give. | **Can we know what God is like?**<br><br>1/ Describe and show the ways that Christians understand God<br>2/ Know the different ways Christians believe that God communicates with them and the difference it makes to their lives. | **Are Saints encouraging role models?**<br><br>1/ Describe similarities or differences about what believers might learn from two given religious stories2/ Describe the impact of faith on the lives of believers |

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| | 1/ Describe and explain the different views of sacred space, sacred text and sacred people with reference to 2 faiths<br>2/ Use appropriate examples to support their ideas and opinions<br>3/ Ask important questions about religious experience and revelations and moral choices referring to the faiths studied and suggest answers with reference to different religious texts or resources. | 1/ Describe how Christians express beliefs of Jesus as "God made Man" and Saviour in Art and Worship<br>2/ Choose two religious stories from differing religions and demonstrate how believers may learn similar lessons | 1/ Describe and compare how important aspects of other religious beliefs are reflected in the buildings and practices of a community<br>2/ Describe and compare different ways of demonstrating commitment to a tradition of religion and belief | 1/ Describe and compare different ideas Christians may have about salvation and life after death<br>2/ Describe and compare different ideas about life after death within other religions | 1/ Describe and compare different Christian beliefs about how God might Communicate with Humans exploring concepts of sacred texts, revelation and the Holy Spirit<br>2/ Describe and explain different ideas about human relationships with reference to 3 different faiths | 1/ Choose two religious stories from differing religions and demonstrate how believers may learn similar lessons<br>2/ Describe and explain different ideas about human relationships with reference to 3 different faiths |
| PHSE | Health and Wellbeing<br>Healthy Lifestyles<br>Growing and Changing<br>Keeping Safe<br><br>**Year 5**<br>**Outcomes**<br>Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences.<br>Different rights; responsibilities and duties<br>Importance of finance in p lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax<br><br>**Year 6**<br>**Outcomes**<br>Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others<br>How resources are allocated; effect of this on individuals; communities and environment<br>Enterprise; setting up an enterprise | | **Relationships**<br>Feelings and emotions<br>Healthy Relationships<br>Valuing difference<br><br>**Year 5**<br>Responding to feelings in others<br>Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback<br>Listening to others; raise concerns and challenge.<br>**Year 6**<br>Confidentiality and when to break a confidence; managing dares<br>Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy<br>Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying<br>• | | **Living in the Wider World**<br>Rights and Responsibilities<br>Environment<br>Money<br>Sex and relationships education<br>Transition Units<br><br>**Year 5**<br>Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences.<br>Different rights; responsibilities and duties<br>Importance of finance in p lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax<br>**Year 6**<br><br>Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others<br>How resources are allocated; effect of this on individuals; communities and environment<br>Enterprise; setting up an enterprise (CROSS YEARGROUP PROJECT WITH YEAR 3) | |
| MFL | **Bon appetite, bonne sante (Healthy Eating)**<br>identify, say and write some items of food and drink in French | | **En Route pour l'ecole** | | **Le Retour du Printemps** | |

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| Rising Stars French | understand and give simple opinions of food and drink in French<br>talk and write in French about healthy and unhealthy foods<br>identify and describe sandwich fillings, ice cream flavours and pizza toppings in French, and say which ones you prefer<br>order some food and drink in French in a café<br>use the French words for 'and', 'but' and 'also' to make longer sentences<br>identify and use the French for 'it is', 'they are', 'the', 'a' and 'some'<br>identify and use the correct forms of some French adjectives<br>pronounce the French a, an/am and au/eau sounds correctly<br>use your knowledge of French sounds to complete a rhyme in French and say it aloud<br><br>***Les planètes***<br>name in French the eight planets in the solar system, the dwarf planet Pluto, and the Sun and Moon<br>talk and write in French about the location, colour, size and other features of the planets<br>understand and respond to a longer, more detailed description of the solar system in French<br>use sentence-building cards and other support to help you talk and write more accurately and in more detail in French<br>identify some different parts of speech in French, such as nouns, adjectives, verbs, conjunctions and prepositions<br>identify some features of French sentence structure and use them in your speaking and writing<br>identify and correctly pronounce the French u sound | understand and say the letters of the alphabet in French, and spell in French<br>identify and name some places in a town in French<br>ask in French where a place is<br>respond to and give simple directions in French<br>understand and give a more detailed route description in French<br>understand and say some clock times in French (on the hour and half past the hour)<br>identify some examples of liaison in French and pronounce them correctly<br>identify and correctly pronounce the French r sound<br>cope when you don't understand or don't know something in French<br><br>**Scène de plage**<br>understand and use short sentences in French to describe the seaside and activities at the seaside<br>understand a longer, more detailed description in French of a beach scene, and use it as a model for writing your own description<br>understand and use some recipe instructions in French<br>adapt French sentences and use a wordbank to improve your writing<br>understand and use the 'he/she/it' and 'they' forms of some French verbs<br>identify masculine and feminine nouns in French<br>use the correct masculine, feminine and plural forms of some French adjectives<br>use French adjectives in the correct position in a sentence<br>identify and correctly pronounce the French *j*, soft *g* and hard *g* sounds | name the four seasons in French and say which season is your favourite<br>describe the weather in French and say what the weather is like in different seasons<br>say and write in French which month and season your birthday is in<br>ask someone in French when their birthday is<br>understand and respond to a short text in French about when someone's birthday is and the weather at that time of year<br>understand and respond to a poem in French about springtime<br>use a wordbank and a writing frame to help you write your own version of the poem in French<br>understand and respond to a story about the seasons, and write a short, simple text in French about the characters in the story<br>use adjectives to compare opposites<br>identify and correctly pronounce the letter i in different letter strings<br>**Je suis le musician**<br>say in French which types of music you like and don't like, and ask others what they like<br>say and write in French which musical instruments you play and don't play, and ask others what they play<br>identify which instruments other people play<br>understand and express simple opinions in French about music and musical instruments<br>understand an email in French about music, and write a reply in French<br>identify the two French words for 'you' and know when to use them<br>understand and use some polite expressions in French<br>take part in a role play in French to buy a CD<br>identify masculine and feminine nouns in French and understand how they affect other words in a sentence<br>identify and correctly pronounce the French *u* and *ou* sounds |