CYCLE 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	Text: Journey by Aaron Becker Outcome: Writing a narrative to match the pictures	Text: Blitz by Robert Westall Outcome: Diary from perspective of a WW2 child (Rosie's Diary) / Writing a story opening (The Ruined City of Kor)	Text: Ice Trap! by M. P. Robertson and Meredith Hooper Outcome: Diary from Ernest Shackleton's point of view / biography of Ernest Shackleton	Text: Kensuke's Kingdom by Michael Morpurgo Outcome: Balanced argument about the pros and cons of sailing round the world / Beach description / writing a scene from a different perspective	Text: Aesop's Fables Outcome: Children write their own fable Also: Instructions for building a bug hotel	Text: Arthur Spiderwick's Field Guide Outcome: Children to write their own field guide to a mythical creature
SPELLING	• -cious suffix • -ious and -tious suffix • Short i spelled using y • Long i spelled using y • Homophones and near homophones	• Silent letters • Modal verbs • -ment suffix • Adverbs of possibility and frequency	• -ity suffix • -ness suffix • -ship suffix • Homophones • -en suffix	• au • -ate suffix • -ise suffix • -ify suffix • -en suffix	• ough • Adverbials of time • Adverbials of place • ear	• Unstressed vowels in polysyllabic words • re- and de- prefix • over- prefix • -ful suffix • -ive suffix • -al suffix
MATHS	**Year 5** • Place Value • Addition and Subtraction • Multiplication and Division • Statistics • Area and Perimeter **Year 6** • Place Value • 4 Operations • Fractions • Position and Direction		**Year 5** • Multiplication and Division • Fractions • Decimals and Percentages **Year 6** • Decimals • Percentages • Algebra • Measures: Converting Units • Measures: Perimeter, Area and Volume • Ratio		**Year 5** • Decimals • Properties of Shape • Position and Direction • Measures: Converting Units • Measures: Volume **Year 6** • Statistics • Properties of Shape • SATS preparation	
SCIENCE	**Light** Pupils should be taught to: • 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 from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **Pupils might work scientifically by:** deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur). Investigation: To investigate how the size of a shadow changes depending on distance from the light source.	**Forces** Pupils should be taught to: • 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. **Pupils might work scientifically by:** exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects. (link to DT) Investigation: To investigate the effects of parachute size on how fast an object falls.	**Evolution and inheritance** Pupils should be taught to: • 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 • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Pupils might work scientifically by:** observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.	**Living things and habitats – Living Thing Classification (From Y6 Curriculum)** Pupils should be taught to: • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. **Identifying and Classifying** • I make my own keys and branching databases with 4 or more items (e.g. making branching key of a variety of animals) • I draw valid conclusions when sorting and classifying **Pattern Seeking** • I draw valid conclusions from data about patterns and recognise their limitations (e.g. yeast experiment – can we be sure about what affects carbon dioxide production based on testing a small sample of foods?)	**Living things and habitats – Life Cycles (From Y5 Curriculum)** Pupils should be taught to: • 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 the changes as humans develop to old age. **Pupils might work scientifically by**: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow. Pupils could also work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. **Puberty** Pupils should be taught to: • describe the changes as humans develop to old age. **Notes and guidance (non-statutory)** Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them	**Properties of materials (Y5 only)** Pupils should be taught to: • 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 • know 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 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. **Pupils might work scientifically by:** carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials. **Observing Over Time** • I recognise when observing changes over time will help to answer my questions (e.g. thermal insulation experiment) • I interpret changes in the data • I draw valid conclusions from data about changes • I talk about and explain changes using scientific knowledge and understanding

GEOGRAPHY	**Trade and Economic Activity – Case Study: Southampton Port** Understand the link between natural resources and trade. Historically people have depended on their own natural resources to support themselves and make a living. Over time, the exploitation of natural resources has become globalised. Understand how we are linked to other people through trade. E.g. the sugar they use in cakes has been imported from? which Map trade routes and discuss connectiveness. Consider sustainability and impact of human geography of trade on physical geography Understand the three types of economic activity: primary, secondary and tertiary. Children to be able to sort example activity into the three categories. Products from all activities are traded (although not all physically). Using atlas' children to map trade routes e.g. if a piece of furniture was imported from Turkey, how could it have got to the UK? What are the possible trade routes? Children explain some of the effects that trade can have on the environment? Case study – Southampton as a trade port • Local natural and physical geography of the port (Including the double tide) • What factors (physical and human) have helped to make Southampton the second largest port in the UK? • The Port Master Plan (2016-2035) and what it will mean for Soton • What is the local impact of the port – there are both positive economic impacts as well as negative environmental impact that have been covered recently in local news e.g. air pollution along Millbrook Road Vocab: Country, globalisation, trade, trade route, consumer, primary activity, secondary activity, tertiary activity, fair trade, shipping route, trading bloc, barter, goods. Substantive concepts: Place, Space, Interconnectedness, Environment (Hu/phy), Environmental impact/sustainability, Cultural awareness/diversity Core component: I can explain the wider impact of human activity on a range of biomes or physical processes and can apply to a real life current geographical event (e.g. flooding/ wildfire Enquiry: Local study – How is Southampton linked through trade routes? What is the impact of the docks on Southampton as a city? How much of our fruit and vegetables are imported? Debate- which type of is most important – primary, secondary or tertiary? Fieldwork: Group trips to the shops – Sburys/Waitrose to investigate where our fruit and veg comes from. Collect data or create a map showing trade links Fieldtrip to Portswood Highstreet (Local economic activity)- record name of shop and type (newsagents, food, clothes, drinks/meals, household goods, money services, empty, other) create a coded map, graph from the data. What does it reveal about the distribution or range of shops? Link to previous topic: Southampton over time (LJs), Sustainability – natural resources (UJs) Titanic – Southampton as a port		**Biomes and Vegetation Belts** Define a biome as a large geographical area or region with a distinctive community of plants and animals. Know, name and locate examples of the five biomes: forest (1/3 of land area as there are lots of different types of forest), grassland (open landscape including savannah), desert (one in every continent except Europe), tundra (Very cold biome) and aquatic (include freshwater and saltwater biomes). Use latitude and longitude to find examples of biomes Understand how biomes effect humans' impact on natural resources e.g. farming, limiting factors on building/development, day to day impact of climate etc Understand the link between physical and human geography. Understand that biomes are not fixed – they are constantly evolving due to both human factors e.g. deforestation of rainforests and also physical factors such as global climate change which again can be linked back to humans. Recap learning about forests (Y3/4) Carry out enquiry lead learning to investigate the 5 biomes: • the different conditions within different biomes • plants and animals which inhabit different biomes • how biomes and climate/latitude are interrelated. Debate – the most important biome Vocab: Biome, climate, region, geographical area, distinctive, habitat, land cover, hemisphere, equatorial, convection, Forests: deciduous, tropical, equatorial, coniferous Grassland: prairies, steppes, savannah Substantive concepts: Place, Space, Interconnectedness, Environment (Hu/phy), Environmental impact/sustainability, Cultural awareness/diversity Core component: I can explain physical processes such as the water cycle, volcanic eruptions and earthquakes and river erosion I can locate places on a map using 6-figure map references. Enquiry: Why is climate the key factor in determining the biomes? How do biomes support different ecosystems? Which biomes are the most important ecologically? I can explain the wider impact of human activity on a range of biomes or physical processes and can apply to a real life current geographical event (e.g. flooding/ wildfire). Links: Water and water cycle, New forest/Rainforest comparison, weather – home and away, migration routes	**Volcanoes, Earthquakes and Tsunamis** CURRENT GEOGRAPHY – always look to see if there have been recent natural events/disasters which could be incorporated into this unit. This will especially help to link the physical geography and its link with human geography. Know what a volcano is an opening in earth's crust where red-hot rocks and gas break to the surface. Know how a volcano is formed Know where volcanoes occur (including convergent and divergent plates) Plot 'Ring of fire' Answer 'Why do people live near them?' Carried out a case study of a volcano e.g. Mt Etna (could include eruption data) Know what an earthquake is a sudden release of energy in the Earth's crust Know where earthquakes are most likely to occur Know what a Tsunamis is a tidal wave caused when the epicentre of an earthquake occurs offshore. Understand what causes Tsunamis Research how the physical geography effects the human geography I,e the human defences against these physical forces e.g. earthquake proof buildings, warning systems, Japan's Tsunami defences etc Vocab: Crater, crust, magma, lava, mantle, chamber, vent, volcano, fertile, seismometer, tectonic plate, ring of fire, ash, erupt, particles Epicentre, tectonic plates, Mercalli scale, Richter scale, seismicity, seismic activity, rupture Substantive concepts: Place, Space, Interconnectedness, Environment (Hu/phy), Environmental impact/sustainability, Cultural awareness/diversity Enquiry: I can explain physical processes such as the water cycle, volcanic eruptions and earthquakes and river erosion I can locate places on a map using 6-figure map references. Links: Mountains, rivers and coats	Geography element within History: Looking at trade/invasion travel during this period. Locational Knowledge i.e where the Saxons came from, where they invaded and why etc	
HISTORY		**Turning Points In World War 2** Key Knowledge: Chronology: Q: What years did the Battle of Britain and D-Day take place, and what was the situation in WWII in the lead up to them? A: The Battle of Britain was in 1940. Hitler was hoping to destroy the Royal Air Force so that he could invade Britain by sea. D-Day was in 1944. France had been occupied by the Nazis, and the Allies planned to liberate the French. Achievements: Q: Why are the Battle of Britain and D-Day considered turning points in WWII? A: The Battle of Britain stopped Hitler from invading Britain by sea. It also boosted Allied morale, and gave the Americans a chance to set up a base in England, which was needed for D-Day. D-Day was the moment when the Allies began to win the fight against the Axis powers, liberating mainland Europe.			**Anglo Saxons and Vikings** Key Knowledge: Chronology: Q: When were the Anglo-Saxons and Vikings live in Britain, and what other civilisations were around at the same time in other parts of the world? A: The Anglo-Saxons invaded in 449 AD, and the Vikings invaded in 787 AD. This is after the Romans had left Britain (and at the same time as the Maya – Y6). Achievements: Q: What are the most significant achievements of the Anglo-Saxons and the Vikings? A: AS: Welcomed Christianity into Britain; gave us the idea of the English nation; wrote down the first English law. V: Advances in shipbuilding and navigation; established the world's largest trade network Housing: Q: How did houses in Britain change from the Roman times into the Anglo Saxon and Viking period? A: Housing became more basic in the Anglo Saxon period, with stone / brick houses and tiled roofs giving way to wooden, wattle-and-daub huts again, like the Celts had. They had one room, no windows and a wooden floor. The Vikings built long, rectangular houses out of wood, whereas the Anglo-Saxons' were round. Society: Q: What caused Alfred and his successors to be able to take back Britain from the Vikings, and how were the Vikings able to take back control again?	

		Q: What caused the British to be able to win the Battle of Britain? A: The RAF were better prepared, better trained, had radar, were bolstered by Churchill's speeches, and were slickly organised. The Nazis were underestimated the British. World War II in general Housing: Q: How did the people of Highfield prepare for the Blitz, and what effect did it have on the houses of the area? A: People sheltered in Anderson shelters (outside) or Morrison shelters (inside). The children of Highfield were evacuated to the countryside. Many houses were destroyed, such as much of Highfield Lane. Society: Q: What did the government do to reassure the British during World War 2? A: Winston Churchill was a strong leader who gave persuasive, reassuring speeches. Posters were put up that had positive messages, or made fun of Hitler and the Nazis. Food: Q: How did the British deal with food shortages during the war? A: People were encouraged to 'Dig For Victory' and grow their own vegetables. Lots of food was rationed, including eggs, butter, meat and milk. Entertainment: Q: What did the British people do to keep themselves entertained during the war? A: People went to the cinema to watch films and newsreels. Most homes had a radio for news, music, comedy and talk shows. Dancing and music were very popular. Vocab: Spitfire Hurricane Allies Nazi pilot Junker enemy squadron Heinkel The Few Churchill RAF Luftwaffe Messerschmitt aerial warfare dogfight Substantive Concepts: Conflict Conquest Country Democracy Military Power War Links All Comparing to earlier, successful invasions of Britain (e.g. Vikings, Roman) Year 6 Comparing Battle of Britain with Ancient Greek battles			A: There were long periods of conflict and peace. They fought over who owned parts of the land in Britain. The Vikings took over much of Britain, but the Anglo-Saxons, led by Alfred the Great, took it back. The Vikings pushed back again under later Anglo-Saxons kings, but the Anglo-Saxons were back in control by the end. Food: Q: How did houses in Britain change from the Roman times into the Anglo Saxon and Viking period, and why? A: Roman trade networks started to decline, so locally sourced food became more important again. The Anglo-Saxons and Vikings were farmer-warriors. They ate meat, bread and fruit, vegetables and grains they could grow. Most Anglo-Saxons were vegetarians because only landowners could kill the deer and boar, but more powerful people ate more meat. Vikings had a similar diet. Entertainment: Q: What did Anglo-Saxons and Vikings do for entertainment? A: Anglo-Saxons had homemade toys and games like dolls and spinning tops and enjoyed storytelling at feasts. Men enjoyed sports like wrestling, which kept them fit for war. Vikings also enjoyed sports that would keep them fit, and skied and skated in the winter. Storytelling, feasting and poetry were also popular. Beliefs: Q: What was their religion like, and how did it change? A: The Anglo-Saxons were originally pagans, believing in many gods. It gradually spread across the country. The Vikings also believed in many gods, and believed that men who died in battle went to Valhalla to feast with the gods. The Pope sent a missionary to England to persuade the people living in Britain to become Christian. In order to meet the core component assessment criteria for Chronology in UKS2, Year 6 children should be able to describe some similarities and differences between a variety (at least three) civilisations in a variety (at least three) areas. E.g. comparing society, homes and beliefs of Anglo-Saxons, Vikings and Romans. Children might be encouraged to pick which societies to compare. Angles Saxons Jutes mead rune wattle-and-daub thatch farmer-warrior Sutton Hoo Lindisarne Hengest and Horsa monk illumination manuscript weregeld Athelstan Christianity Augustine Alfred the Great Aethelred the Unready Vocab: longboat longhouse chieftain berserker danegeld thing feast raid trade Yggdrasil rune farmer-warrior pagan Danelaw Asgard Jarl Karl figurehead chainmail Valhalla Army Civilisation Conflict Conquest Country Merchant Military Monarchy Religion Ruler Settlement Society Substantive Concepts: Trade War Links: All Homes in the past – KS1 Comparing to Roman Britain (Y3/4) Year 6	
ART	**Pencil Drawing** **Exploring and Developing Ideas** • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers **Drawing** • Use a sketchbook to reflect on techniques already learnt and experiment further. • Use pencil techniques to indicate shadow and perspective when drawing. • Experiment with learnt pencil techniques to create different effects, knowing how to choose the right pencil and technique. • Work in a sustained and independent way from observation, experience and imagination Assessment foci: Sketching: I can use pencil techniques to create certain effects including perspective and shadow. Exploring and developing ideas: I can use technical vocabulary to describe and compare the work of Paul Nash and other artists, and explain how an artist's work has influenced my own.	**Make Do And Mend** **Textile and collage** • Construct products using permanent joining techniques e.g. pin, sew and stitch. • Create a pattern with seams and use appropriate stitches to create a robust • Make modifications as they go along to achieve a quality product. product. E.g. cross, running, chain, and blanket stitches.	**Painting - Impressionism** **Painting** • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Choose appropriate paint, paper and implements to adapt and extend their work • Create imaginative work from a variety of sources. • Show an awareness of how paintings are created (composition). Assessment foci: Exploring and developing ideas: I can describe and compare the work of a variety of impressionist artists, and explain how an artist's style has influenced my own artwork.		**Modrock Life Cycles** **3D Form** • Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and man-made materials (modrock) to create sculpture. • Create sculpture and constructions with increasing independence. • Plan a sculpture through drawing and other preparatory work.	

D & T		**Make Do And Mend** **Practical expertise for making a product** ● Construct products using permanent joining techniques eg pin, sew and stitch. Create a pattern with seams and use appropriate stitches to create a robust product. Eg cross, running, chain, blanket stitches. Apply to the creation of a product eg a cushion cover Developing pupils' ability to design by, first, providing them with knowledge of materials, equipment and tools to support their application of concepts such as 'functionality' and 'aesthetics' Design: I can design my sock puppet using labelled diagrams and cutaways for details. Evaluate: I can evaluate my sock puppet against the design criteria, recording my evaluations with drawings and labels.		**Cam Toys** **Developing, planning and communicating ideas** ● Generate ideas through brainstorming and identify a purpose for their product ● Develop a clear idea of what has to be done, planning how to use appropriate materials, equipment, tools, techniques and processes, and suggesting alternative methods of making if the first attempts fail ● Communicate their ideas through detailed labelled drawings ● Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways **Practical expertise for making a product** ● Use materials, components and techniques and use these safely and accurately (moon buggy with axles and motors) ● Assemble components make working models ● Make modifications as they go along to achieve a quality product. **Evaluating processes and products** ● Evaluate their product personally and seek evaluation from others ● Evaluate their products against the original criteria identifying strengths and areas for development, and carrying out appropriate tests ● Record their evaluations using drawings with labels Assessment foci: Design: I can design my cam toy using labelled drawings, including cutaways, diagrams to scale and isometric work. Evaluate: I can evaluate my cam toy against the design criteria, recording my evaluations with drawings and labels.		**Meal Plan** **Practical expertise for making a nutritious food product** ● Weigh and measure accurately (time, dry ingredients, liquids) ● Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens ● Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (e.g. seasonality – what would have been available to the Titanic's chefs in April?)
Computing	**e-safety** ● say what bullying and cyberbullying are; ● say how people should deal with cyberbullying; ● understand why I should ask an adult if I am unsure; ● identify warning signs that a website might not be ● secure; ● identify personal information; ● explain what to do if I am asked or told something ● online which makes me uncomfortable; ● explain some of the dangers of revealing personal ● information to an online friend; ● choose an appropriate action online to stay safe; ● identify a situation I should be careful in online; ● understand how a stereotype can be harmful. ● look in the address bar of a website so check for ● security; ● identify the lock symbol in an address bar; ● explain why someone might have an online friendship; ● explain what the SMART acronym means; ● explain what a stereotype is; ● compare gender stereotypes. Assessment focus: e-safety: I can explain what does and does not constitute cyberbullying, describe a variety of other ways I can stay safe online and explain why they keep me safe.	**Podcasting/Audio recording** ● Record and play their own sounds in recording software ● Import an existing sound file into recording software to play ● Choose appropriate software for sound recording ● Plan and record a radio advert Assessment Statements ● Enhance sound recordings using software effects ● Be discerning about the digital content of existing sound files and their suitability ● Rehearse and improve script ideas based on their own evaluation ● Present audio information confidently and clearly ● Listen to and improve on their own recordings by re-recording ● Locate and download existing sound files to be imported into recording software ● Combine two or more tracks to make a new, original recording ● Plan and record appropriate audio content for a podcast Evaluate what makes good quality audio content	**Movie Maker** ● plan and write a script using appropriate software; ● search for relevant information using appropriate websites; ● use a digital video camera (or similar device) to cord; ● plan suitable questions to ask an interviewee; ● import video files into video editing software. ● structure the timing of sections to meet a given running time; ● cross-check information using different sources; ● use a variety of camera angles and shots to record; ● improvise and react to responses by an interviewee; ● preview a movie project using software and refine, based on the preview; ● plan additional elements for film-making such as locations and props; ● evaluate whether information is reliable or not; ● speak clearly into the camera when being recorded; ● frame an appropriate filming shot when interviewing;	**Scratch: Counting Machine** ● Move and edit blocks as part of an algorithm ● Program an algorithm as a sequence of game instructions with actions and consequences. ● Add additional effects and features, such as sound or point scoring, to enhance the appeal of a game ● Animate characters with movement and speech in a story scene. ● Use broadcast and receive blocks correctly in code. ● Use show and hide blocks correctly in code. ● Use rapid costume changes to give an animation effect. ● Program the use of a single button to control background changes. ● Control smooth transitions between characters, scenes and audio. Assessment focus: Coding: I can design a counting machine that uses sequences of instructions including if/then and variables.	**3D Modelling – Insects** ● Draw 2D shapes or lines. ● Draw simple 3D models. ● Manipulate 2D shapes into 3D shapes. ● Import 3D models from the 3D warehouse. ● Use a range of SketchUp tools including: shape, push, pull, orbit, pan, zoom, erase and fill. ● Independently use a wide range of SketchUp tools and concepts including: making groups and components, offset, ● inference, arc, scale and follow me (only on the large toolbar). ● Use inference points to draw lines and shapes.	**Databases**
MFL	**Les vêtements** **Listening** ● Understand a few main points from a short spoken passage	**Avoir and être**	**J'aime lire!** **Reading**	**Je suis le musicien** **Reading** ● Understand most of the main points from a short text featuring familiar language. **Writing**	**Les opinions (mammals, birds, insects)** **Speaking** ● Ask and answer simple questions to give and find out information and opinions.	**Quelle heure est-il?**

	• Understand most key points and some detail from a short spoken passage		• Understand the main points from a short text featuring learned language, and begin to suggest the meaning of unfamiliar words and phrases.	• Complete a short paragraph on a familiar topic by filling gaps in sentences, adapting a model fairly accurately. • Independently and mostly accurately writing a short paragraph on a familiar topic, adapting a model.	• Take part in a short, simple conversation to give and find out information and opinions.	
MUSIC	Advanced Rhythms	The Blues	Holi	Pitch, Tempo and Dynamics	Theme and Variation	Composing and Performing a Leavers' Song
PE	Gym: Bridges Games: Net/Wall	Games: Invasion and Target	Dance: Hanuman Dance Games: Invasion and Target	Gym: Matching and Mirroring Games: Invasion	Athletics	Athletics
PHSE	Health and prevention. **<u>Aim of these sessions:</u>** **To know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. To know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. To understand personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. To know the facts and science relating to allergies, immunisation and vaccination.**	Mental wellbeing online. **<u>Aim of these sessions:</u>** **To understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. To know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. To know where and how to report concerns and get support with issues online.** *Additional lesson/circle time for National Anti-Bullying Week (usually end of Nov).*	Safe relationships - digital resilience. **<u>Aim of these sessions:</u>** **To understand that people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How information and data is shared and used online.**	Respectful relationships – Valuing difference. **<u>Aim of these sessions:</u>** **To listen and respond respectfully to a wide range of people, recognise and care about other people feelings and understand the importance of considering other people's points of view. To understand differences and similarities of a variety of minority groups including: Family, ethnicity, culture, religion, sexual orientation, disability and poor mental health. To recognise and challenge stereotypes. To realise the nature of discrimination and how to respond to prejudice based language and aggressive behaviours. What a stereotype is, and how stereotypes can be unfair, negative or destructive.**	Rights and responsibilities - British values. **<u>Aim of these sessions:</u>** **To understand respect for the self and others and the importance of responsible behaviours and actions. About rights and responsibilities as members of families, other groups and ultimately as citizens. The importance of respecting others, even when they are very different from them (for example, physically, personality or backgrounds), or make different choices or have different beliefs. The conventions of courtesy and manners.**	Changing adolescent body – (Sex Education). **<u>Aim of these sessions:</u>** Pupils should know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. ***<u>YEAR 5 –</u>*** **To understand body changes through puberty, human reproduction and conception. Explain how a baby grows, develops and is born.** ***<u>YEAR 6 -</u>*** **To understand body changes through puberty, human reproduction and conception. To know different forms of contraception and roles/responsibilities of parents/carers.** *Additional lesson/circle time (Prep for next year): Focus on change, loss and associated feelings – focussing on moving classroom, change of friends, new teacher.*
RE	**God** (Based on Understanding Christianity) Elijah Contextualise - What does it mean for Christians if God is holy and loving?	**Incarnation** (Based on Understanding Christianity) Evaluate - Was Jesus the Messiah? Big Story frieze frame 5	**Peace / Submission / Umma** (Based on Living Difference) Mohammad & the Qu'ran/Community Why is the worldwide nature of Umma important key to the Islamic faith?	**Salvation** (Based on Understanding Christianity) Contextualise - What did Jesus do to save human beings? Big Story frieze frame 5-8	**Gospel** (Based on Understanding Christianity) Story seed - Paul Evaluate – How can asking the question 'what would Jesus do?' impact how we live? Big Story frieze frame 5-8	**Prayer** (Based on Living Difference) Christianity & Islam Communicate – When in your life have you felt a deep need to talk to someone about something in particular?

CYCLE 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

ENGLISH	Text: The Odyssey by Geraldine McCaughrean Outcome: Letter from Penelope to Odysseus / Monster description / playscript scene of escaping the cyclops	Text: Journey To The River Sea by Eva Ibbotson Outcome: A river description from a character's point of view Until I Met Dudley: A fantastical explanation for how a household appliance works	Text:Skellig by David Almond Outcome: A diary entry from Micahel's perspective / an argument for and against home schooling	Text: Cosmic by Frank Cottrell-Boyce Outcome: Various writing tasks related to the story including a discussion on whether Liam should go to space	Text: Holes by Louis Sachar Outcome: A deadly creatures guide for the yellow spotted lizard Also: Biography of an explorer	Text: The Highwayman by Alfred Noyes Outcome: Argument about who was responsible for Bess' death
SPELLING	• Ambitious synonyms • ce/cy and se/sy • -ant / -ancy / -ance • -ent / -ency / -ence • Prefix words with hyphens • Hyphenated compound adjectives	• -able suffix • -ably suffix • Word families based on common words • micro- and mini- prefix	• -fer suffix • ie / ei • Word families based on common words	• Word endings that sound like /shul/ • 'ce' words • Word families based on common words	• Word families based on common words • Words that can be nouns and verbs • Words with a long /o/ sound • Words ending in -ible • Words ending in -ibly	• Synonyms and antonyms
MATHS	**Year 5** • Place Value • Addition and Subtraction • Multiplication and Division • Statistics • Area and Perimeter **Year 6** • Place Value • 4 Operations • Fractions • Position and Direction		**Year 5** • Multiplication and Division • Fractions • Decimals and Percentages **Year 6** • Decimals • Percentages • Algebra • Measures: Converting Units • Measures: Perimeter, Area and Volume • Ratio		**Year 5** • Decimals • Properties of Shape • Position and Direction • Measures: Converting Units • Measures: Volume **Year 6** • Statistics • Properties of Shape • SATS preparation	

SCIENCE	**Animals including humans** Pupils should be taught to: ● 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. **Pupils might work scientifically by**: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. **Observing Over Time** ● I recognise when observing changes over time will help to answer my questions (e.g. measuring pulse before and after exercise) ● I interpret changes in the data **Pattern Seeking** ● I draw valid conclusions from data about patterns and recognise their limitations (e.g. can we make broad generalisations about a person's fitness based on one set of measurements?) ● I present data in scatter graphs and frequency charts (scatter graph – is there a correlation between person's heart recovery rate and e.g. average number of hours of exercise?) ● I present data in line graphs (e.g. pulse change over time)	**Electricity** Pupils should be taught to: ● 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. Note: Pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity. **Pupils might work scientifically by:** systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit. **Pattern Seeking** ● I talk about and explain cause and effect patterns using scientific knowledge and understanding (e.g. if I add an extra cell, this happened because..)		**Earth, Moon and Sun** Pupils should be taught to: ● 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 ● use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. **Pupils might work scientifically by:** comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks. **Research** (e.g. children draw up list of questions they want to find out about a planet, then see if they can find the answers by researching the planet, presenting the information and seeing what they have and haven't been able to answer – and why not if not!)	**Puberty** Pupils should be taught to: ● describe the changes as humans develop to old age. **Notes and guidance (non-statutory)** Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them	**Properties of materials (Y5 only)** Pupils should be taught to: ● 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 ● know 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 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. **Pupils might work scientifically by:** carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials. **Observing Over Time** ● I recognise when observing changes over time will help to answer my questions (e.g. thermal insulation experiment) ● I interpret changes in the data ● I draw valid conclusions from data about changes ● I talk about and explain changes using scientific knowledge and understanding
GEOGRAPHY	Place knowledge combined with map skills and grid reference skills re: continents, Greece. What countries is Greece bordered by? What oceans border Greece? What are Greece's physical features? What are the main settlements? Climate? Biome? Vegetation belt?	**Rivers and Coastlines** Key knowledge: Make sure learning from KS1 is recapped – see key knowledge cycle 2 To be able to say what a river is and name and label/identify key physical features of a river: source, upper course (vocab for this section- upland area, precipitation, fastest flow, V shaped valleys, waterfalls, tributaries), middle course (vocab for this section- meander, erode, transport soil, deposit soil) and lower course (vocab for this section – u-shaped valley, slowed flow, estuary, wide channel), Be able to explain the processes that create some of the features: erosion, transportation and deposition to explain valleys, meanders, waterfalls etc Be able to name key rivers to add to ones already taught (KS1 – Itchen, Nile LJs - Amazon): Yatgtze, Mississippi and Yenisei To be able to say what a coastline is and name and label/identify key physical features of a coast: coast, bay, headland, dune, cave, cliff, arch, stack, stump, split (some great case studies to look at along our Southern coastline) Be able to explain the processes that create some of the coastal features: erosion, headland, cave/arch/stack, how a beach formed, Map/ atlas/globe work – locate top 5 rivers Grid References – find coastal features UK Trip/ Fieldwork – Source to mouth of the River Itchen? -sketch maps at different points of the river -Look at processes of erosion, deposition and meanders https://twobays.net/coasts-for-kids/?fbclid=IwAR2baXgZ8JR653ZRAfvgGOGaJNdcHOQ6x6780bSuaHHZDivRgfD5D83c1yQ		Sustainability - Natural Resources Key knowledge: Explain what natural resources are (anything that people use which comes from nature) and give examples of limited resources e.g. oil and renewable e.g. wood. Learn about minerals, food and water. Recall example of natural resources which the UK have and ones which we import. Understand that the distribution of natural resources is uneven across the world and investigate continents/countries and the natural resources they have e.g. Brazil – Iron Ore Explain the effect of exploiting our natural resources. Explain the link between natural resources and trade – do natural resources make a country rich? Recall reasons for why the world is under increasing environmental stress (increasing in population, burning of fossil fuel, deforestation etc.). Recall signs that the world is in danger of climate change (decline in wildlife, warming, melting ice caps, extreme weather events) and explain why this is a threat to us. Be able to explain what sustainability means. Research and discuss what they think plans for the future should include – what do they value? What should be preserved?.	South America Place knowledge combined with map skills and grid reference skills: continents, South America and finding Maya settlements. South America – what oceans bounded by, 12 states, Brazil is largest country (Amazon River)	**Ancient Maya (Geography element)** South America and mountains Key Knowledge: What biome / vegetation belt is it? Physical feature case study – Andes mountain range (main physical feature of SA – see list below), Amazon Rainforest, The Amazon River Link with previously learnt topic on natural resources, research the exploitation of South America's resources and discuss with regards to sustainability. Physical feature case study –Lake Titicaca? Social geography - famous for ancient cultures (Incas and Mayans) and its diverse history of interactions with people and cultures. Mountains – How mountains are formed- physical process? What are the types of mountain? Human geography of the Andes mountain range – how are they exploited? Vocab:

		http://www.longsutton.lincs.sch.uk/documents/homelearning/wb%2029%20june/y5/Features%20of%20a%20river%20lesson.pdf https://www.bbc.co.uk/programmes/b0078fn5 https://www.geography.org.uk/write/mediauploads/download/investigating%20rivers_investigating%20rivers%20scheme%20of%20work.pdf Chris Packham's programme on the Itchen: https://www.bbc.co.uk/programmes/m000xqgp Vocab: source, upper course (vocab for this section- upland area, precipitation, fastest flow, V shaped valleys, waterfalls, tributaries), middle course (vocab for this section- meander, erode, transport soil, deposit soil) and lower course (vocab for this section – u-shaped valley, slowed flow, estuary, wide channel), erosion, transportation and deposition coast, bay, headland, dune, cave, cliff, arch, stack, stump, split, longshore drift Substantive concepts Place, Space, Interconnectedness, Environment (Hu/phy), Environmental impact/sustainability, Cultural awareness/diversity Enquiry How do rivers change along their course? How do rivers and coastlines effect the patterns of settlement? I can explain the wider impact of human activity on the physical processes of a river and can apply to a real life current geographical event e.g. flooding. See https://www.southampton.gov.uk/environmental-issues/flood-risk-management/schemes/rifas/ Fieldwork: Trip/ Fieldwork – Source to mouth of the River Itchen? -sketch maps at different points of the river -Look at processes of erosion, deposition and meanders -Investigate current flood management schemes for the River Itchen Links: Mountains, Rivers and Coasts – KS2 Cycle 2 Water and the water cycle – LJS Cycle 1 Ancient Egypt – LJs Cycle 1 Nile New Forest/Rainforest comparison (Amazon River) – LJs Cycle 2		Vocab: Sustainability, planning, inequality, life expectancy, population, wealth, global, income, export, fossil fuel, renewable, non-renewable, mineral, oil, turbine, food miles, organic, soil, drought, reservoir, water conservation, hydrant Substantive concepts Place, Space, Interconnectedness, Environment (Hu/phy), Environmental impact/sustainability, Cultural awareness/diversity Enquiry: What natural resources are important/ sought after? What is the effect of exploiting natural resources? How can we look after ourselves as well as the environment? What kind of a future do we want? Links: Water and water cycle –LJ Eco warrior topic- LJ Taking local issues – KS1		Andes, altitude, crevasse, erosion, glacier, peak, elevation, summit, range, ridge Substantive Concepts: Human and physical environment, human impact and sustainability Enquiry: What are the key features of South America What environmental issues effect the continent? Trade settlement Fieldwork: Use weather data to answer climate enquiry question. E.g what is the weather in Lake Titicaca like in comparison to a region in the UK? Links: Sustainability – natural resources KS2, Biomes and vegetation belts KS2, New Forest/Rainforest KS2, Mountains, coasts and Rivers KS1, and Weather- home and away KS1
HISTORY	**The Ancient Greeks** Key Knowledge Chronology: Q: When did the Ancient Greeks live, and which other civilisations lived around the same time? A: From 1200BC – 146 BC, and they lived around the same time as the Iron Age celts, the Romans and the last Ancient Egyptians. Achievements: Q: What did democracy look like in Ancient Greek times, and how does it compare to democracy in Britain today? A: Male Athenian citizens got together to make decisions by voting. A group of 500 men were randomly picked each year to decide what issues everyone else should vote on. Today, all adults can vote for an elected government, who make decisions about how to run the country. Housing: Q: What were Ancient Greek homes like, and how did they compare to homes from other ancient cultures? A: Ancient Greek, Egyptian and Roman homes were all made of stone and had large courtyards. Greek and Roman homes both had tiled roofs. Greek homes had separate sections for men and women. Society: Q: What were the main differences between Athenian and Spartan societies? A: Athens was democratic, creative, educated boys, girls were unimportant; Sparta had a king, was focused on warfare, girls were trained to be fit, healthy mothers Food:				**The Ancient Maya** Key Vocab: Chronology: Q: When did the Ancient Maya live, and which other civilisations lived around the same time? A: The civilisation started around 2000BC and by the 1500s, the last Maya cities had been abandoned or destroyed. The civilisation lasted a very long time. It started partway through the Ancient Egyptian era. The Ancient Greek, Roman, Anglo Saxon and Viking times all began and ended during the Ancient Maya era. Achievements: Q: What were the most significant Maya achievements? A: The Maya were talented artists, writers and mathematicians. They understood a lot about the moon, stars and planets, and developed a solar calendar. Housing: Q: What were Ancient Maya homes like, and how did they compare to homes from other ancient cultures? A: Most houses had stone or mud walls, and thatched roofs. They were oval and had just one room, where all family members would sleep. Lots of ancient civilisations had one-room houses, like the ancient Egyptians, Celts and Vikings. Celtic houses also had thatched roofs. Society: Q: What do historians believe caused the decline of Maya society? A: Nobody knows for sure, but historians suggest that reasons might have included deforestation, drought, war and overuse of farming land. Food: Q: What did the Ancient Maya like to eat? A: The Maya were skilled farmers, and grew a lot of what they ate. Maize was a staple part of the Maya diet, but they also grew beans, fruits and vegetables like chillies and papayas. They also ate meat from animals they kept and hunted, like fish and turkey. They were the first to make a chocolate drink out of cacao seeds. Entertainment: Q: What did the Ancient Maya do for entertainment? A: They played a game called pitz, where two teams competed to get a ball through a hoop by hitting it with their hips.	

	Q: How did the local environment affect Ancient Greeks' diet? A: They lived in a warm climate that was good for growing things like olives, grapes, figs and wheat for bread. In the winter, they ate dried fruit because it was out of season. Most Greeks lived near the sea, so fish was popular too. Many Greeks didn't like the idea of killing animals, so they didn't eat much meat. Entertainment: Q: What were the Ancient Greeks famous for in terms of entertainment? A: They held the first Ancient Olympic Games, liked writing and performing plays, and wrote some great stories. Beliefs: Q: What were the Ancient Greeks' religious beliefs, and how was this similar to other ancient cultures? A: They believed in many gods, with Zeus as their king. The gods had human qualities, and it was important to please them as they controlled everything in people's lives. Many of ideas about the gods were adapted by the Romans, for example Zeus is like the Roman god Jupiter. The Ancient Egyptians also believed in many gods. During this unit, children should also carry out an interpretation activity related to different accounts of a key battle, for example the Battle of Marathon or the Battle of Thermopylae. Vocab: democracy acropolis city-state Parthenon Marathon Olympics citizen philosopher alphabet tragedy agora Hellenistic phalanx aristocrat mythology column hoplite peninsula oracle terrace Substantive Concepts: Army Civilisation City Conflict Conquest Country Democracy Empire Merchant Military Power Religion Ruler Settlement Society Trade War Links: All Comparing Greek and Egyptian beliefs Year 6 Comparing Greek battles and society with Battle of Britain and Roman				Beliefs: Q: What were the Ancient Maya's religious beliefs, and how was this similar to other ancient cultures? A: Like many ancient cultures, religion was a very important part of the Ancient Maya's lives. They also believed in many different gods of nature, and they worshipped in temples. Unlike other cultures we study at Highfield, the Maya believed in the importance of blood sacrifices to the gods. In order to meet the core component assessment criteria for Chronology in UKS2, Year 6 children should be able to describe some similarities and differences between a variety (at least three) civilisations in a variety (at least three) areas. E.g. comparing society, homes and beliefs of the Maya, the Egyptians and the Celts. Children might be encouraged to pick which societies to compare. Vocab: Ahau dynasty maize codex hieroglyphics stela scribe haab jade sacrifice city-state terraced pyramid peasant bloodletting cacao cenote huipil Popol Vuh Tzolk'in Substantive Concepts: Civilisation Merchant Military Monarchy Power Religion Ruler Settlement Society Trade Links: All Comparing Ancient Maya with previously studied ancient civilisations (Greeks, Egyptians – all partially concurrent) Year 6 Also comparisons with Romans	

Art	**Drawing** **Exploring and Developing Ideas** ● Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ● Question and make thoughtful observations about starting points and select ideas to use in their work. ● Explore the roles and purposes of artists, craftspeople and designers **Drawing** • Use a sketchbook to reflect on techniques already learnt and experiment further. • Use pencil techniques to indicate shadow and perspective when drawing. • Experiment with learnt pencil techniques to create different effects, knowing how to choose the right pencil and technique. • Work in a sustained and independent way from observation, experience and imagination Assessment foci: Sketching: I can use pencil techniques to create certain effects including perspective and shadow. Exploring and developing ideas: I can use technical vocabulary to describe and compare a variety of artists' self-portraits, and explain how a particular artist's style has influenced my own artwork.	**Sculpture – Antony Gormley** **3D Form** ● Describe the different qualities involved in modelling, sculpture and construction. ● Use recycled, natural and man-made materials (modrock) to create sculpture. ● Create sculpture and constructions with increasing independence. ● Plan a sculpture through drawing and other preparatory work. Exploring and developing ideas: I can use technical vocabulary to describe and compare the sculptures of a variety of artists	**Printing - Hokusai** **Printing And Pattern** • Explore the technique of relief printing • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours. ● • Describe varied techniques. Exploring and developing ideas: I can use technical vocabulary to describe and compare the work of a variety of print artists, and explain how an artist's style has influenced my own artwork.		**Drawing** Real-life sketching of a natural environment Sketching: I can use pencil techniques to create certain effects including perspective and shadow.	**Batik**
DT				**Moon Buggies** **Developing, planning and communicating ideas** ● Generate ideas through brainstorming and identify a purpose for their product ● Develop a clear idea of what has to be done, planning how to use appropriate materials, equipment, tools, techniques and processes, and suggesting alternative methods of making if the first attempts fail ● Communicate their ideas through detailed labelled drawings ● Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways **Practical expertise for making a product** ● Use materials, components and techniques and use these safely and accurately (moon buggy with axles and motors) ● Assemble components make working models ● Make modifications as they go along to achieve a quality product. **Evaluating processes and products** ● Evaluate their product personally and seek evaluation from others ● Evaluate their products against the original criteria identifying strengths and areas for development, and carrying out appropriate tests ● Record their evaluations using drawings with labels	**Chocolate** **Practical expertise for making a nutritious food product** ● Weigh and measure accurately (time, dry ingredients, liquids) ● Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to the use of ovens ● understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (Maya farming) Assessment foci: Evaluate: I can evaluate my final product against the criteria, recording my evaluations with drawings and labels. Skill takeaway: Prepare and cook using a range of techniques	

				Assessment foci: Design: I can communicate ideas for my vehicle through labelled drawings, including cutaways, diagrams to scale and isometric work. Evaluate: I can evaluate my vehicle against the design criteria, recording my evaluations with drawings and labels.		
Computing	**Web publishing** ● Comment on the features and layout of a webpage. ● Create a new webpage with a chosen layout and format text in the webpage. ● Independently search for images that can be used in documents. ● Insert and format an image in a webpage. ● Independently create a hyperlink. ● Learn how to share a webpage so it can be viewed by anyone. ● Use the advanced features of Google's web search ● Understand and explain bias and authority in webpages. ● Know how to use the different share settings in Google Sites **e-safety (not e-safety for now)** ● say what bullying and cyberbullying are; ● say how people should deal with cyberbullying; ● understand why I should ask an adult if I am unsure; ● identify warning signs that a website might not be ● secure; ● identify personal information; ● explain what to do if I am asked or told something ● online which makes me uncomfortable; ● explain some of the dangers of revealing personal ● information to an online friend; ● choose an appropriate action online to stay safe; ● identify a situation I should be careful in online; ● understand how a stereotype can be harmful. ● look in the address bar of a website so check for ● security; ● identify the lock symbol in an address bar; ● explain why someone might have an online friendship; ● explain what the SMART acronym means; ● explain what a stereotype is; ● compare gender stereotypes.	**Scratch – PenDown Games** ● Move and edit blocks as part of an algorithm ● Program an algorithm as a sequence of game instructions with actions and consequences. ● Add additional effects and features, such as sound or point scoring, to enhance the appeal of a game ● Animate characters with movement and speech in a story scene. ● Use broadcast and receive blocks correctly in code. ● Use show and hide blocks correctly in code. ● Use rapid costume changes to give an animation effect. ● Program the use of a single button to control background changes. ● Control smooth transitions between characters, scenes and audio. Assessment foci: Coding: I can design sequences of instructions to create a PenDown program that uses if/then and variables.	**Spreadsheets** ● Enter text and numbers into a spreadsheet. ● Identify and refer to cells by row and column. ● Begin to enter formulae with the SUM function. ● Be able to enter formulae into cells. ● Understand the advantages of spreadsheets over comparative manual methods. ● Select data and create graphs with appropriate formatting. ● Design their own spreadsheet for a specific purpose and present it appropriately. ● Edit data and discuss the effect on results. ● Use further functions including AVERAGE, MIN and MAX. ● Design their own spreadsheet for a specific purpose. Safer Internet Day: Assessment foci: e-safety: I can explain what does and does not constitute cyberbullying, describe a variety of other ways I can stay safe online and explain why they keep me safe.	**Kodu -** ● Open Kodu and navigate the programming environment using keyboard or mouse. ● Add objects to a world and program them using When and Do instructions. ● Plan and design the features of an original virtual environment. ● Program a character to move around a track. ● Create a path for a character to follow. ● Create unique worlds with particular attention to detail in the addition of appropriate objects. ● Edit and refine a race track design to improve playability. ● Adjust character and path settings to create an appealing game. ● Follow instructions given in the Kodu programming environment. ● Describe the actions of a sequence of Kodu commands. ● Use tools to change the size of the ground and raise or lower the landscape. ● Decompose code into smaller parts and explain it in their own words. ● Create a race track with an end goal for a game. ● Program a character to follow a path. Assessment foci: Coding: I can design sequences of instructions to create a game in Kodu that uses if/then and variables.	**Sketch Up – Maya temple building** ● Draw 2D shapes or lines. ● Draw simple 3D models. ● Manipulate 2D shapes into 3D shapes. ● Import 3D models from the 3D warehouse. ● Use a range of SketchUp tools including: shape, push, pull, orbit, pan, zoom, erase and fill. ● Independently use a wide range of SketchUp tools and concepts including: making groups and components, offset, ● inference, arc, scale and follow me (only on the large toolbar). ● Use inference points to draw lines and shapes.	**Flowal** ● Follow written instructions to draw a simple flowchart. ● Insert symbols into a flowchart. ● Add inputs into a flowchart. ● Identify conventional symbols, ● Solve a given problem independently with a flowchart solution, organized into multiple subroutines. ● Create a program to control a sequence with variables. ● Create a program to control a simple sequence. ● Modify symbols in a flowchart for effect. ● Create flowcharts for multiple inputs and outputs. ● Use decisions and subroutines. ● Program inputs and outputs.

MFL	**Les passe-temps** **Listening** ● Understand a few main points from a short spoken passage ● Understand most key points and some detail from a short spoken passage	**Les questions et les verbes** **Speaking** ● Ask and answer simple questions to give and find out information and opinions. ● Take part in a short, simple conversation to give and find out information and opinions.	**Berthe La Sorcière** **Reading** ● Understand the main points from a short text featuring learned language, and begin to suggest the meaning of unfamiliar words and phrases.	**Les planètes** **Reading** ● Understand most of the main points from a short text featuring familiar language. **Writing** ● Complete a short paragraph on a familiar topic by filling gaps in sentences, adapting a model fairly accurately.	**En ville** **Writing** ● Complete a short paragraph on a familiar topic by filling gaps in sentences, adapting a model fairly accurately. **Speaking** ● Ask and answer simple questions to give and find out information and opinions.	**Raconte-moi une histoire**
RE	**Creation / Fall** (Based on Understanding Christianity) Creation & Science – conflicting or complimentary? Evaluate – explain your personal view on how the world came in to being. Big Story frieze frame 1 - 2	**Interpretation** (Based on Living Difference Concept Cycle) 2 Birth narratives Evaluate – explain the key differences and similarities between the 2 birth narratives you have studied.	**Sacred Places** (Based on Living Difference Concept Cycle) Mosque & the church Evaluate – would it matter if a Christian or Muslim never attended Church or Mosque?	**Remembering** (Based on Understanding Christianity) The Lord's Supper What do you do to help you remember special events or people in your life?	**Kingdom Of God** (Based on Understanding Christianity) Story seed - Wise and foolish man Evaluate - What kind of king is Jesus? Big Story frieze frame 5-8	**Pilgrimage** (Based on Living Difference Concept Cycle) Christianity & Islam Evaluate – should all Christians and Muslims go on a pilgrimage?
PE	Dance: Gladiator Dance Games: Invasion	PE: Flight Games: Net and Wall	Dance: Rhythm Paradise Games: Net and wall games	Gym: Holes and Barriers Games: Striking/fielding	Athletics Games: Striking/fielding	Athletics Games: Invasion (ball handling)
MUSIC	Film Music	Songs of World War 2		Pitch and Tempo	Looping and Remixing	Musical Theatre
PHSE	**Autumn 1** Mental wellbeing. **Aim of these sessions:** **To understand the importance of mental wellbeing and to understand it is a normal part of daily life, in the same way as physical health. Children should know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and Interests. Pupils should know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). To know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough Know that change, loss and bereavement can affect mental wellbeing.**	**Autumn 2** Drugs, alcohol, and tobacco and basic first aid. **Aim of these sessions:** **Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. To know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). To know how to make a clear and efficient call to emergency services if necessary. To know concepts of basic first-aid, for example dealing with common injuries, including head injuries** *Additional lesson/circle time for National Anti-Bullying Week (usually end of Nov).*	**Spring 1** Keeping safe – Boundaries and privacy. **Aim of these sessions:** **To understand what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to ask for advice or help for themselves or others, and to keep trying until they are heard, How to report concerns or abuse, and the vocabulary and confidence needed to do so. To know when and where to get advice e.g. family, school and/or other sources. Recognising and managing pressure consent in different situations. PANTS rule (NSPCC).** **What is OK and not OK in relationships?**	**Spring 2** Healthy Relationships – **Aim of these sessions:** **To understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.** **(Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).**	**Summer 1** Money and work. **Aim of these sessions:** **To understand the importance of money. A basic understanding of enterprise. To be aware of how money plays an important part in people's lives, where it comes from, keeping it safe and the importance of managing it effectively. To know about the range of jobs carried out by people. To know and understand how to develop skills to contribute in the future. To know that there are a range of earnings for different jobs. To understand how and why people save. To differentiate between essentials and desires – needs and wants. To discuss wider issues such as 'does money make you happy?'**	**Summer 2** Changing adolescent body – (Sex Education). **Aim of these sessions:** Pupils should know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. ***YEAR 5 –*** **To understand body changes through puberty, human reproduction and conception. Explain how a baby grows, develops and is born.** ***YEAR 6 -*** **To understand body changes through puberty, human reproduction and conception. To know different forms of contraception and roles and responsibilities of parents/carers.** *Additional lesson/circle time (Prep for next year): Focus on change, loss and associated feelings – focussing on moving classroom, change of friends, new teacher.*