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| **Years 5/6 Cycle 1** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Christian Value | Generosity | Compassion | Courage | Forgiveness | Friendship | Respect |
| Theme | Conflict | Earthquakes and volcanoes | Ancient Greece |
| Question Hook | What would you fight for? | How powerful is our planet? | What did the Greeks ever do for us? |
| English(text to be covered supporting topic) | Narrative Text TypeImaginary worldsFilm NarrativePerformance poetryNon-narrative text typeTV / RadioDiaries | Non – Narrative Text TypeNon – chronological reportOne sided argument (balanced argument)ExplanationsNewspaper(Biography / autobiography) | Narrative text typesPerformance - playsSlam poetryDescriptive ImageryNon-narrativeFormal letter |
| BOOK HOOK | Rose BlancheFrom the railway carriageThe last postGoodnight Mr Tom / Private peaceful | Beneath my feetA tsunami unfoldsFlood AlertCake catastropheRunning Wild | The Lost civilisations of Latin AmericaMyths of the seaKing in the carparkWho let the Gods out? |
| MATHS | NCETM Maths | NCETM Maths | NCETM Maths |
| SCIENCE | LightForces | Properties of matter | Living things and habitats Evolution |
| COMPUTING | Digital Literacy Know where to find copyright free images and audio, and why this is importantBeginning to question information based on author and location; recognise different viewpoints and the impact of incorrect data. Share and exchange ideas using emails/electronic communication respectfully. Understand the issues of copyright and the importance of acknowledging sources. Understand that everything we do online leaves a digital footprint that can last forever.Know what to do and who to contact if we see something that upsets / concerns us online.Understand privacy settings and what pictures are appropriate to share online.Discuss the benefits and dangers of communicating online/through different forms of technology.Know the meaning of common website extensions (.org, . net. Gov etc) Understand what makes a strong password and why this is important at school and in the wider world  | Information TechnologyUnderstand how search results are rankedSelect and combine software on a range of devicesGenerate, amend and combine visual media from different sources for a specific audience or task. Create a movie including still images and sound and add suitable titles and transitions. Capture/review different images, considering lighting, positioning and angle appropriate to a given task/audience. Understand the benefits of technology to collaborate with othersUse filters in a database to find out specific informationRecognise an audience when designing and creating digital contentIdentify and use appropriate hardware and software to fulfil a specific taskCreate different types of graphs and charts that are appropriate to the data I am using; I can use them to interpret and answer a specific question. I can select and use suitable software and hardware to produce a multimedia soundtrack. | Control SystemsI can combine sequences of instructions to turn an external device on and offUse logical reasoning to detect errors in algorithmsUnderstand how computer networks work including the internetUse selection within programs |
| DESIGNTECHNOLOGY | Create a class war memorial based on work of Henry Moore –provisional learningModel Anderson shelter.Vegetable Turnover/Stew - Rationing food like in WW2 | 3D volcano’s paper Mache. | Moving chariotMake my own Greek tunic! - Dye, and sew together different pieces of material to make their own greek tunic.  |
| GEOGRAPHY | LocateLocate countries in Europe and the world using mapsPoints on a compass – direction of attackLocate RussiaLocate the most bombed city in England and describe how the features of the land have changed since the bombing | Natural disastersphysical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | Greece as a holiday destination.Comparison of featuresLocate countries in Europe and the world using mapsUnderstand geography similarities and difference through study of human and physical geography of a region in EuropeWhy would anyone go to Greece when we live by the sea? |
| HISTORY | WW2- A study of aspects or theme in British history that expand pupils chronological knowledge beyond 1066 | How the earth has changed over time. Famous volcanoes- geographical time. | Ancient Greece - know and understand significant aspects of history nature or ancient civilisations expansion and dissolution empiresLook at some british hidden heroes to compare |
| Art | Pencil PortraitsJulian Opie  | Watercolor and Acrylic Renoir and Monet | 3D Form - Clay Antony Gormley |
| MUSIC | ListeningMusic and Songs from WWII – discuss “mood.” Learn about Glenn Miller | SingingLearn songs which support themes and school events. Develop singing as large/small/solo opportunities, improve posture, interpretation, breathing,  | Composition & Improvisation, TextureCreate musical representation of “disaster” to include elements of previous learning e.g. ostinato, rhythms, structure, dynamics Explore texture and how it can be used effectively in their work.  | Pulse, Rhythm, Temp & MetreListen to music in different time signatures, sing songs with different time signatures. Explore examples of music from around the world. Discuss.  | PitchExplore traditional music from Greece, learn a simple melody – sing/play.Using same notes improvise a short melody. | Timbre What instruments were played by Ancient Greeks? Do we have any modern day equivalents?Develop vocabulary bank. |
| P.E. | Invasion GamesAttacking & defending5.1 Invaders | DanceCreating a performance5.3 Gym Sequences | GymnasticsComplex movements5.5 Nimble Nets | OAA & Team work games5.4 Striking and Fielding  | Striking and fieldingScoring runs/points5.6 Young Olympians | AthleticsTrackOutdoor Adventurers |
| R. E. | 5.1 Expressions - How is belief expressed?UC2B.1 God p2-3 | 5.2 Faith in action - What are the challenges?UC2A.2 People of God p4-5 /2B.7 Salvation p4 | 5.3 Pilgrimage - Why pilgrimage? |
| MFL (French) | Chez Moi | La Famille | Quel Temps Fait-il? | Family & Friends | As-Tu Un Animal? | Les Habitats |
| PSHCE | Being healthyRelationships | Exploring emotionsDifference and diversity | Being responsible Bullying matters |
| Community Links & Enrichment Opportunities | Eden CampHarvest FestivalRemembranceChristmas events | Lent ActivitiesEaster service | PerformanceY5/6 Residential VisitSports DayLeavers’ Activities |

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| **Year 5/6 Cycle 2** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Christian Value | Thankfulness | Trust | Perseverance | Justice | Service | Truthfulness |
| Theme | Egyptian Civilization | The Maya | Justice & Freedomslave trade / Trade links |
| Question Hook | How would you keep something safe? | Why should we study the Maya? | What is freedom? |
| BOOK HOOK | Time travellers cat - Egyptian adventureOliver twist | The hero twinsThe chocolate treeThe Great Kapok Tree | The Road to FreedomHenry's freedom box |
| English(text to be covered supporting topic) | Narrative Text TypeImaginary worldsFilm NarrativeTV / RadioLetter of complaintClassic poetryNon-narrative text typeBiography/autobiographyRecounts | Narrative text typesSettingsDescriptionsPoems on a themeNon – Narrative Text TypeNon – chronological reportOne sided argument (balanced argument)ExplanationsDiaries | Narrative Text TypePerformanceDescriptive ImageryNon-narrative text typeNewspapers and journalistic writing |
| MATHS | NCETM Maths | NCETM Maths | NCETM Maths |
| SCIENCE | Earth and spaceElectricity | Animals inc Humans | Animals inc Humans year 5/6 |
| COMPUTING | Digital LiteracyCritically evaluate websites for reliability of information/ bias and authenticity to include use of social mediaDemonstrate responsible use of online services and technologies, and know a range of ways to report concernsUnderstand the impact of an individual sending or uploading unkind or inappropriate content.I can produce formal or informal messages, appropriate to the taskUnderstand what ‘Plagiarism’ means and that it is important to acknowledge sources. Understand that not all information on the internet is legal to use or copy Understand that we are all digital citizens and the potential impact and influence we can have on the outside worldKnow the meaning of common website extensions (.org, . net. Gov etc) Identify secure servers (padlock such as internet banking).Become increasingly savvy online consumers: know that algorithms are used to track online activities with a view to targeting advertising and information | Information TechnologyAppreciate how search results are rankedSelect and combine software on a range of devicesCollaborate with individuals and groups to create digital content for a specific purpose. Discuss and explore the use of ICT to sort, organise and classify objects based on their properties. Use ICT to create and modify charts quickly and easily. Create databases, retrieve information and draw conclusions based on results entered.Find suitable images, video and sounds from appropriate sources, taking into account copyright issues. Remix and edit a range of media to create content.Use appropriate ICT resources to compose music or sounds to accompany a story. Choose appropriate hardware to capture and review a range of images, considering lighting, positioning, sound quality and angle. | Control SystemsUse logical reasoning to detect errors in algorithmsCombine a variable with relational operators (< = >) to determine when a program changes, e.g. if score > 5, say “well done”Can design a physical computing system that uses sensors, e.g. using a flow chart Refine a program based on end user feedback.I can explore 'what if' questions by planning different scenarios for controlled devices |
| DESIGNTECHNOLOGY | Paper mache - death maskShaduf – pulleys and levers | Food technology - chocolate | Textiles - blanket |
| GEOGRAPHY | name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | Explore fair trade and in particular, the production of chocolate.They will compare and contrast different parts of America. Recap climate and study/compare what are human or physical features of North and South America. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and waterInvestigate where products we use come from. Decide which are imported and which come from the UK and explain why we import goods rather than producing them here with a focus on climate and cost. Distinguish whether trade of goods is local, national or international and look at the benefits of trade. |
| HISTORY | Ancient Egypt | Mayan Civilisation | William Wilberforce - Local Study |
| Art | Pencil PortraitsPhotography/Painting Andy Warhol/ Roy Lichtenstein | Collage Beatrice Milhazes | Painting Banksy/ Keith Haring-Street Art |
| MUSIC(performance opportunities throughout the year) | Composition, Improvisation & TextureGraphic scores – reading and creating (Ancient Egypt) focus on dynamics and adding textureSongs: Pharaoh’s Dreams (Joseph), Camel Driver, Tutankhamun (Sing UP!) Walk like an EgyptianHarmonic minor scale  | SingingLearn songs which support themes and school events. Develop singing as large/small/solo opportunities, improve posture, interpretation, breathing,Identifying major and minor keys in songs | PitchExplore Ancient Mayan music and instruments used (YouTube) Discuss e.g. how many pitches, what the instruments sound like,Learn songs which teach about Mayan life and culture – evaluate the song and their performance. | Pulse, Rhythm, Tempo & MetreCreate rhythm vocabulary using Mayan theme words, create and perform a repeating pattern using AB (verse chorus) structure: perform at different tempi and evaluate/improve | Composition & Improvisation, TextureListen to and learn a variety of “spirituals” Discuss hidden meaningsLearn Swing Low, Oh when the saints and Freedom train – sing together and discuss texture created by combining songsImprovise rhythmic ostinato accompaniment.  | TimbreListen to a variety of vocal works – large choral to unaccompanied solos (include modern interpretations of spirituals, rap, playground songs…) discuss how voices are used – encourage children to try a variety and evaluate and improve their work. |
| Music Supporting Worship | Songs/hymns for harvest | Songs/hymns/carols for Remembrance and Christmas | Songs/ hymns for Epiphany and Candlemas | Songs for Lent and Easter | Songs for Ascension, Pentecost and Trinity | Songs for Leavers and moving on |
| P.E. | Invasion GamesAttacking & defending6.1 Invaders | DanceCreating a performance6.3 Gym Sequences | GymnasticsComplex movements6.5 Nimble Nets | OAA & Team work games 6.4 Striking and Fielding | Striking and fieldingScoring runs/points6.6 Young Olympians | AthleticsTrack |
| R. E. | 6.1 Justice & Freedom - Is it fair?UC2B.3 People of God p5 / UC2B.8 Kingdom of God p4 | 6.2 Living a faith - What is identity?UC2B.8 Kingdom of God | 6.3 Hopes and visions - What is life about?UC2B.7 Salvation / 2B.3 People of God / 2B.3 Creation / Fall  |
| MFL (French) | Je Me Presente | Boucle d’Or Et Les Trois Ours | Les Vetements | Au Cafe | Les Jeux Olympiques | En classe |
| PSHCE | Drugs awarenessGrowing up | ChangesBeing me | Money mattersBeing safe |
| Community Links & Enrichment Opportunities | Ferens Art Gallery Harvest FestivalChristmas Events | Visit York Chocolate StoryFair TradeIslamic VisitorEaster Service | Wilberforce House - HullBeverley Minster - sanctuary project |