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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 Type  Imaginary worlds  Film Narrative  Performance poetry  Non-narrative text type    TV / Radio  Diaries | | Non – Narrative Text Type  Non – chronological report  One sided argument (balanced argument)  Explanations  Newspaper  (Biography / autobiography) | | Narrative text types  Performance - plays  Slam poetry  Descriptive Imagery  Non-narrative  Formal letter | |
| BOOK HOOK | Rose Blanche  From the railway carriage  The last post  Goodnight Mr Tom / Private peaceful | | Beneath my feet  A tsunami unfolds  Flood Alert  Cake catastrophe  Running Wild | | The Lost civilisations of Latin America  Myths of the sea  King in the carpark  Who let the Gods out? | |
| MATHS | NCETM Maths | | NCETM Maths | | NCETM Maths | |
| SCIENCE | Light  Forces | | Properties of matter | | Living things and habitats  Evolution | |
| COMPUTING | Digital Literacy  Know where to find copyright free images and audio, and why this is important  Beginning 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 Technology  Understand how search results are ranked  Select and combine software on a range of devices  Generate, 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 others  Use filters in a database to find out specific information  Recognise an audience when designing and creating digital content  Identify and use appropriate hardware and software to fulfil a specific task  Create 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 Systems  I can combine sequences of instructions to turn an external device on and off  Use logical reasoning to detect errors in algorithms  Understand how computer networks work including the internet  Use selection within programs | |
| DESIGN  TECHNOLOGY | Create a class war memorial based on work of Henry Moore –provisional learning  Model Anderson shelter.  Vegetable Turnover/Stew - Rationing food like in WW2 | | 3D volcano’s paper Mache  . | | Moving chariot  Make my own Greek tunic! - Dye, and sew together different pieces of material to make their own greek tunic. | |
| GEOGRAPHY | Locate  Locate countries in Europe and the world using maps  Points on a compass – direction of attack  Locate Russia  Locate the most bombed city in England and describe how the features of the land have changed since the bombing | | Natural disasters  physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | Greece as a holiday destination.  Comparison of features  Locate countries in Europe and the world using maps  Understand geography similarities and difference through study of human and physical geography of a region in Europe  Why 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 empires  Look at some british hidden heroes to compare | |
| Art | Pencil Portraits  Julian Opie | | Watercolor and Acrylic  Renoir and Monet | | 3D Form - Clay  Antony Gormley | |
| MUSIC | Listening  Music and Songs from WWII – discuss “mood.” Learn about Glenn Miller | Singing  Learn songs which support themes and school events. Develop singing as large/small/solo opportunities, improve posture, interpretation, breathing, | Composition & Improvisation, Texture  Create 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 & Metre  Listen to music in different time signatures, sing songs with different time signatures. Explore examples of music from around the world. Discuss. | Pitch  Explore 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 Games  Attacking & defending  5.1 Invaders | Dance  Creating a performance  5.3 Gym Sequences | Gymnastics  Complex movements  5.5 Nimble Nets | OAA & Team work games  5.4 Striking and Fielding | Striking and fielding  Scoring runs/points  5.6 Young Olympians | Athletics  Track  Outdoor 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 healthy  Relationships | | Exploring emotions  Difference and diversity | | Being responsible  Bullying matters | |
| Community Links & Enrichment Opportunities | Eden Camp  Harvest Festival  Remembrance  Christmas events | | Lent Activities  Easter service | | Performance  Y5/6 Residential Visit  Sports Day  Leavers’ 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 & Freedom  slave 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 adventure  Oliver twist | | The hero twins  The chocolate tree  The Great Kapok Tree | | The Road to Freedom  Henry's freedom box | |
| English  (text to be covered supporting topic) | Narrative Text Type  Imaginary worlds  Film Narrative  TV / Radio  Letter of complaint  Classic poetry  Non-narrative text type  Biography/autobiography  Recounts | | Narrative text types  Settings  Descriptions  Poems on a theme  Non – Narrative Text Type  Non – chronological report  One sided argument (balanced argument)  Explanations  Diaries | | Narrative Text Type  Performance  Descriptive Imagery  Non-narrative text type  Newspapers and journalistic writing | |
| MATHS | NCETM Maths | | NCETM Maths | | NCETM Maths | |
| SCIENCE | Earth and space  Electricity | | Animals inc Humans | | Animals inc Humans year 5/6 | |
| COMPUTING | Digital Literacy  Critically evaluate websites for reliability of information/ bias and authenticity to include use of social media  Demonstrate responsible use of online services and technologies, and know a range of ways to report concerns  Understand the impact of an individual sending or uploading unkind or inappropriate content.  I can produce formal or informal messages, appropriate to the task  Understand 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 world  Know 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 Technology  Appreciate how search results are ranked  Select and combine software on a range of devices  Collaborate 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 Systems  Use logical reasoning to detect errors in algorithms  Combine 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 | |
| DESIGN  TECHNOLOGY | Paper mache - death mask  Shaduf – 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 water  Investigate 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 Portraits  Photography/Painting  Andy Warhol/ Roy Lichtenstein | | Collage  Beatrice Milhazes | | Painting  Banksy/ Keith Haring-Street Art | |
| MUSIC  (performance opportunities throughout the year) | Composition, Improvisation & Texture  Graphic scores – reading and creating (Ancient Egypt) focus on dynamics and adding texture  Songs: Pharaoh’s Dreams (Joseph), Camel Driver, Tutankhamun (Sing UP!) Walk like an Egyptian  Harmonic minor scale | Singing  Learn 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 | Pitch  Explore 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 & Metre  Create 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, Texture  Listen to and learn a variety of “spirituals” Discuss hidden meanings  Learn Swing Low, Oh when the saints and Freedom train – sing together and discuss texture created by combining songs  Improvise rhythmic ostinato accompaniment. | Timbre  Listen 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 Games  Attacking & defending  6.1 Invaders | Dance  Creating a performance  6.3 Gym Sequences | Gymnastics  Complex movements  6.5 Nimble Nets | OAA & Team work games  6.4 Striking and Fielding | Striking and fielding  Scoring runs/points  6.6 Young Olympians | Athletics  Track |
| 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 awareness  Growing up | | Changes  Being me | | Money matters  Being safe | |
| Community Links & Enrichment Opportunities | Ferens Art Gallery  Harvest Festival  Christmas Events | | Visit York Chocolate Story  Fair Trade  Islamic Visitor  Easter Service | | Wilberforce House - Hull  Beverley Minster - sanctuary project | |