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| **Topic** | **Vikings and Saxons** | | **Space** | | **Greeks** | |
| **Term** | **Autumn** | | **Spring** | | **Summer** | |
| **English** | Autobiographies – Alfred the Great  Narrative – Macbeth  Explanation – How to Train Your Dragon  Narrative – The Lion, The Witch and The Wardrobe  Poetry – Christmas Truce | | Narrative – The piano; video literacy  Narrative – War Horse  Persuasive – War Horse  Non-chronological report – Tim Peakes  Planet Unknown – video literacy | | Narrative – Railway Children  Narrative – Who Let the Gods Out?  Non-chronological Report – Greeks | |
| **Maths** | Year 5: place value, addition, subtraction, multiplication, division, statistics, perimeter and area  Year 6: place value, addition, subtraction, multiplication, fractions, geometry | | Year 5: multiplication, division, fractions, decimals, percentages  Year 6: Decimals, percentages, algebra, measurement, ratio | | Year 5 – Geometry, Angles, Shapes, Measures  Year 6 – Shapes, Problem Solving, Statistics, Investigations | |
| **Science** | Evolution and Inheritance:  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. | | Earth and Space:  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. | | Biology: Animals, including humans  To describe the changes as humans develop to old age.  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. | |
| **Computing** | **e-safety**  **Newsroom**  **DL3 -** Understand the opportunities [networks] offer for communication and collaboration  **DL5 -** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact  **IT2 -** Use search technologies effectively  **IT3 -** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  **Heroes and Villains**  **CS4** – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  **CS5** – Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.  **IT3 –** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | | **Earth and Space**  **CS4 -** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  **IT3 -** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  **DL5 -** Use technology safely, respectfully and responsibly; recognize acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact  **Building Battle Bots**  **CS4** – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.  **IT3 –** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.  **DL5 -** Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact | | **Apptivity Name: Code Breakers**  **DL5 -** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact  **IT2 -** Use search technologies effectively  **IT3 -** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  **Apptivity Name: Interactive Art Exhibition**  **DL5 -** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact  **IT2 -** Use search technologies effectively  **IT3 -** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | |
| **P.E** | Handball, Dodgeball, Tag Rugby  Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  Use running, jumping, throwing and catching in isolation and in combination | | Hockey & Rounders  Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending  Yoga & Dance  Perform dances using a range of movement patterns  Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | | Dance – Greek  Perform dances using a range of movement patterns  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.  Rounders & Cricket  Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending | |
| **History** | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | A study of a theme in British History:  Space Race: To understand a significant turning point in British History | | Ancient Greeks  Ancient Greece – a study of Greek life and achievements and their influence on the western world | |
| **Geography** | use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | | Human/physical geography: Identify the position and significance of latitude, longitude, equator, northern and southern hemisphere, Tropic of Cancer and Capricorn, Meridian, | | Rivers of Greece and Europe  describe and understand key aspects of:   physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | |
| **Languages** | Christmas  O5.3: Listen attentively and understand more complex phrases and sentences  O5.4: Prepare a short presentation on a familiar topic  L5.1: Reread frequently a variety of short texts  IU5.3: Compare symbols, objects or products which represent their own culture with those of another country  Weather  O5.3: Listen attentively and understand more complex phrases and sentences  Literacy  L5.1: Reread frequently a variety of short texts  L5.2: Make simple sentences and short texts  Clothes  O6.1: Understand the main points and simple opinions in a story, song or spoken passage  L6.3: Match sound to sentences and paragraphs  L6.4: Write sentences on a range of topics  using a model  IU6.1: Compare attitudes towards aspects  of everyday life | | Instructions and classroom objects  O6.4: Initiate and sustain conversations  O6.2: Perform to an audience | | Time: Including months and days  • Identify the date from an audio recording  • Use short sentences to give a description  of the weather  • Look and listen for visual and aural clues in an audio recording   * Take part in a quiz which revises many   topics and skills learnt during the year | |
| **R.E** | **BRAHMAN, THE TRIMURTI**  a) Brahman and the AUM symbol  b) The Trimurti: Brahma (creator), Vishnu (preserver) and Shiva (destroyer)  **HINDU GODS AND GODDESSES**  a) Hindu gods and goddesses  b) Stories associated with Hindu gods and goddesses  c) Festivals associated with Hindu gods and goddesses  **LIVING AS A HINDU** - congregational puja in the mandir  Reincarnation and the concepts of moksha (release from the cycle of reincarnation), dharma (duty to God and to others) and karma (the idea that actions have consequences for one’s future rebirth) | | **Christianity THE BIBLE -** The importance of the Bible for Christians  The content of the Bible: Old and New Testaments, the four Gospels  The Old Testament corresponds to the Tenakh, the holy book of Jews  The creation story in Genesis 1  Different ways that Christians interpret the Bible: literal and non-literal interpretations  **Hinduism** - Hindu creation stories  **Humanism**: Key humanist beliefs and ideas: Science provides the most reliable source of knowledge about the world | | Sikhism  • Guru Nanak, the founder of Sikhism  • Guru Gobind Singh and the formation of the Khalsa  • The Five Ks and the turban  • The Mool Mantra  • The importance of equality in Sikhism | |
| **Art & Design** | Weaving and Textiles  To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | | 1st Man on the Moon  Use sketchbooks to collect, record, review, revisit and evaluate ideas: | | Sculpture and Clay   * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * about great artists, architects and designers in history. | |
| **Design Technology** | Construction: Saxon House  To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities . | | 3D landscape/globe: Paper mache  Analyse and evaluate existing products and improve own work: | | Food  understand and apply the principles of a healthy and varied diet   prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques | |
| **Music** | FOLLOWING CHARANGA – Jazz  Christmas | | FOLLOWING CHARANGA  Dancing in the Street | | FOLLOWING CHARANGA  Summer Production | |
| **Other:** |  |  |  |  |  |  |
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