

	Autumn Term September – December 2022		Spring Term January – April 2023		Summer Term May – July 2023	
English 	Fiction: Ruin Non-Fiction: Biographies- The Undeafated Poetry: Poems on a Theme: Hope		Fiction: African Short Stories Non-Fiction: Reports- Re-Wilding Poetry: Poems on a Theme- Portrait Poems		Fiction: Graphic Novels- When Stars are Scattered Non-Fiction: Information Texts- Kings and Queens Poetry: Poems on a Theme- Migration	
Maths 	Year 5 Place Value 4 Operations Fractions	Year 6 Place Value 4 Operations Fractions Converting Units	Year 5 Multiplication and Division Fractions, Decimals and Percentages Perimeter and Area Statistics	Year 6 Ratio Algebra Decimals, Fractions & Percentages Perimeter, Area and Volume Statistics	Year 5 Properties of Shape Position and Direction Decimals Negative Numbers Converting Units Volume	Year 6 Properties of Shape Position and Direction Consolidation
History 	Britain beyond 1066 Crime and Punishment <i>To what extent did the punishment fit the crime?</i> <i>What were the broad trends of crime and punishment from the Romans to the 21st Century?</i> <i>How does C and P in these times compare to modern day?</i>		A local history study: Catacaqui <i>What was the social impact of the sinking of the Catacaqui on the village of Tackley?</i> <i>What was life like for those on the ship?</i> <i>How did life at the time compare to life now?</i>		Tudors <i>What was life like for Tudor children (rich and poor)?</i> <i>What illnesses and diseases affected Tudor people and how were they treated?</i> <i>What foods did Tudor people eat and what new foods were arriving in Britain?</i>	
Geography 	Mapping Atlases Grid references Compasses Planning a route		Changing World Weathering and erosion Changing coastlines What does the future hold?		Extreme Earth Volcanoes Earthquakes Water cycle	

<p>Science</p> 	<p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution <ul style="list-style-type: none"> use knowledge of solids, liquids and gases to decide how mixtures might be separated give reasons, based on evidence from comparative and fair tests Reversible and irreversible changes <p>Earth and Space</p> <ul style="list-style-type: none"> 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. 	<p>Living things and their Habitats</p> <ul style="list-style-type: none"> 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. <p>Animals, including humans</p> <ul style="list-style-type: none"> 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. 	<p>Forces</p> <ul style="list-style-type: none"> 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. <p>Scientists and Inventors</p> <ul style="list-style-type: none"> Jane Goodall Stephen Hawking Dr Daniel Hale Williams Isaac Newton Marie Maynard Daly
<p>Computing</p> 	<p>3D Modelling</p> <ul style="list-style-type: none"> Use Tinkercad to produce 3D models work in a 3D space, moving, resizing, and duplicating objects. create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy benefits of grouping and ungrouping 3D objects, then go on to 	<p>Video Editing</p> <ul style="list-style-type: none"> learn how to create short videos in groups develop the skills of capturing, editing, and manipulating video investigate the use of devices and software. Learners are guided with step-by-step support to take their idea from conception to completion 	<p>Programming-selection in physical computing</p> <ul style="list-style-type: none"> use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment learn how to connect and program components (including output devices- LEDs

	<p><i>plan, develop, and evaluate their own 3D model of a building</i></p> <p>Sharing Information</p> <ul style="list-style-type: none"> <i>develop understanding of computer systems and how information is transferred between systems and device</i> <i>consider small-scale systems as well as large-scale systems</i> <i>explain the input, output, and process aspects of a variety of different real-world systems</i> <i>discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</i> 	<ul style="list-style-type: none"> <i>reflect on and assess their progress in creating a video.</i> <p>Flat-file Databases</p> <ul style="list-style-type: none"> use tools within a database to order and answer questions about data create graphs and charts from their data to help solve problems use a real-life database to answer a question, and present their work to others. 	<p><i>and motors) through the application of their existing programming knowledge</i></p> <ul style="list-style-type: none"> <i>controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection</i> <p>Programming-Selection in Quizzes</p> <ul style="list-style-type: none"> <i>develop knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false</i> <i>represent this understanding in algorithms and then by constructing programs using the Scratch programming environment</i> <i>use knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.</i>
<p>RE </p>	<p>Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Hindu to show commitment to God? Religion: Hinduism</p> <p>Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true? Religion: Christianity</p>	<p>Theme: Trinity</p> <p>Key Question: Does belief in the Trinity help Christians make better sense of God as a whole? Religion: Christianity</p> <p>Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe that God intended Jesus to die?</p>	<p>Theme: Beliefs and moral values</p> <p>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? Religion: Hinduism</p> <p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Christian to show commitment to God? Religion: Christianity</p>

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Art 	<p>Fruit and Vegetables</p> <p>Visual element: shape, tone, smudge, blend, mark, colour</p> <p>Artist: Dutch painters (W. Kalf, G. Claesz), Clara Peeters, G. Braque, D. Wojtkiewicz</p> <p>Process: observational drawing (pencil, mixed pens, ink), oil pastel drawing, painting, advanced colour mixing (tint and shade), mono and block printing</p> <p>Final artwork: still life combining mono printing and drawing</p>	<p>Still Life</p> <p>Visual element: line, mark, shape, structure</p> <p>Artist: Pop artists: A. Warhol, R. Lichtenstein</p> <p>Process: observational drawing incl ink drawing, 3D form</p> <p>Final artwork: 3D drawing of popular drink/sauce bottles</p>	<p>Portrait</p> <p>Visual element: line, mark, shape, blend, colour, texture, pattern</p> <p>Artist: H. Holbain, A. Modigliani, F. Kahlo, J.M. Basquiat</p> <p>Process: mixed- media drawing (pens, charcoal, pencils), painting, collage, digital art (photos of faces, photos of different fabrics)</p> <p>Final artwork: mixed- media portrait (or self-portrait) with elements of collage</p>
Design and Technology 	<p>Making Bread</p> <ul style="list-style-type: none"> Investigate and evaluate bread products according to their characteristics. Find out which different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects. Design a new bread product for a particular person or event. <ul style="list-style-type: none"> Make and evaluate bread. 	<p>Mechanical Systems- Automata Animals</p> <ul style="list-style-type: none"> Use research to develop design criteria centred on the design brief. Create a detailed design with at least two moving parts. Cut materials with precision to the nearest mm and refine the finish with appropriate tools (such as sanding wood after cutting). Make a model that is accurate, functions well and is a quality finish. Continually evaluate their work as it develops and at the end against design criteria and the design brief. 	<p>Structures</p> <ul style="list-style-type: none"> Build tall freestanding structures that are strong and stable. Cut materials with accuracy and precision and refine the finish with appropriate tools such as a craft knife. <ul style="list-style-type: none"> Pay close attention to aesthetics when creating joins. Demonstrate a clear ability to be creative and imaginative with their ideas when designing and building a marble run. Improve their work to ensure it has a high quality finish.
PE 	<p>Hockey Dance Swimming</p>	<p>Netball Orienteering</p>	<p>Cricket Athletics Rounders</p>

<p>Music</p> 	<p>Performance</p> <p><i>Ten Pieces – Delia Derbyshire Dr Who Theme</i> <i>Explore traditional and graphic notation.</i> <i>Improvise and perform solos/ensemble.</i> <i>Christmas performances</i></p>	<p>Composition</p> <p><i>Use the elements of music to compose and perform melodies.</i></p>	<p>Patterns</p> <p><i>Singing and performing in two/three/four parts.</i> <i>Using instruments to play an accompaniment to songs.</i> <i>Ostinato patterns and drone accompaniment.</i></p>
<p>PSHE</p> 	<p>Be Yourself</p> <p><i>Develop a positive view of themselves, enable them to recognise the importance of being proud of their individuality, importance of recognising situations where they need to make positive choices in order to do the right thing, explore how to avoid being led into tricky situations, how to recognise and respond to peer pressure, how to be confident and how to manage uncomfortable feelings, investigate how to make things right when they make a mistake.</i></p> <p>Digital Well-Being</p> <p><i>Learn about potential risks of being online and when using digital technologies as well as strategies to stay safe and to get help, about online relationships and what a respectful and healthy online relationship looks like, as well as signs of an inappropriate online relationship and ways to get help, benefits and risk of social media will also be explored and how it can be used responsibly. Learn how to recognise what online bullying looks like and how to help make it stop, the concept of 'fake news' will be explored.</i></p>	<p>It's My Body</p> <p><i>Learning about: consent and autonomy, body image and stereotypes and substances which are harmful to our bodies, learn about the importance of sleep, exercise and hygiene, explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.</i></p> <p>VIPs</p> <p><i>Children will identify who their VIPs are within their families and friendship groups and how important kindness and respect are within these relationships. The unit addresses conflicts and resolutions in relationships. The children will also look at the secrets and dares as well as healthy and unhealthy relationships.</i></p>	<p>Money Matters</p> <p><i>Discuss the possible consequences of taking financial risks and identify ways to avoid these, learn about influences advertisers try to use to encourage us to spend our money and how to see the real value of products by being critical consumers, explore what ethical spending means and consider how to identify the impact of our spending choices on the environment around us, learn about budgeting and discuss how to prioritise our spending. Discuss how our earning and spending can contribute to society through the payment of tax and by making ethical choices.</i></p> <p>Think Positive</p> <p><i>Links between our thoughts, feelings and emotions, making good choices and mindfulness and applying a growth mind-set approach to life.</i></p>

<p>French</p> 	<p>Je m'habille</p> <p><i>Clothing</i></p>	<p>À table!</p> <p><i>Food</i></p>	<p>Je fais du sport</p> <p><i>Sports</i></p>
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