



| Subject | Autumn 1 | Autumn 2 |
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| English (note linked science / topic writing for this half term) | There's a Girl in the Boys' Bathroom (comparative diary entries [shift in attitude]; formal letters [persuasive – two different purposes]) Science: Animals adapting to the environment (report writing) Snow White in New York (story retelling) | The Nowhere Emporium (dialogue [advance action and change register]; travel guide [further details in Geography section]; formal persuasive texts [shifts in register] and topical writing) Trump: has he made America great again? (magazine article / balanced argument) |
| Maths | Calculation focus (Using Power Maths for support) Number and place value Four operations Fractions Geometry- position and direction | Following Power Maths for appropriate year group: Number and place value Four operations Fractions Geometry- position and direction |
| Science (include working scientifically/ investigation focus) | Animals involving humans <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. | Living things and their habitats <ul style="list-style-type: none"> 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 |
| PHSE Core Theme 1: Health and Wellbeing | Relationships: Feelings and emotions Healthy relationships | Relationships: Valuing difference |
| Computing | E-safety Young authors cont. (creating a digital picture book) | Young authors cont. (creating a digital picture book) |
| History (include direct enquiry opportunities using primary or secondary sources) | North America <ul style="list-style-type: none"> To find landmarks and research key information about them. To understand how social geography can describe the history of a location. To understand how historical events can shape a region. To understand how a country can be governed. To compare settlements in different countries. To compare and contrast climate data. | North America cont. <ul style="list-style-type: none"> To identify the course and watershed of a river. To explore the features of a city. To understand the idea of a metropolis. How to plan an expedition. To plot given locations on an edited map. To research a location of my choosing. To present my research findings. |
| Geography (include fieldwork opportunity) | | |
| PE / Games | Netball Football | Dance Tag rugby |
| Art (include focus artist) | Romero Britto Snow White in New York in the style of Romero Britto | |
| D&T | Making strong constructions Exploring strength in shape Exploring strength in joins | |



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| Music (Music curriculum to be taught in class at least twice a year (two units)) | Christmas songs – ensemble singing Whole class drumming | |
| Languages Following CGP appropriate to year group or prior knowledge | Following CGP appropriate to year group or prior knowledge: Revision, actions, talking about France | |
| RE | Islam: Ramadan Hajj | Christianity: Christian beliefs The birth of Jesus Christ |

| Subject | Spring 1 | Spring 2 |
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| English (note linked science / topic writing for this half term) | Rose Blanche (setting description, diary entries) WWII Poetry (poetry) Friend or Foe (dialogue between characters; newspaper report [developing dialogue and quotes]) Brit Awards (newspaper article) | Street Child (letter writing; report writing: Victorian v the Modern Day [comparative report]) SATs speech in the style of Winston Churchill (speech / recount) |
| Maths | Following Power Maths for appropriate year group: Fractions including decimals and percentages Algebra Measurement Ratio and proportion | Following Power Maths for appropriate year group: Fractions including decimals and percentages Algebra Measurement Ratio and proportion |
| Science (include working scientifically/ investigation focus) | Light <ul style="list-style-type: none"> 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. | Electricity <ul style="list-style-type: none"> 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 |
| PHSE Core Theme 2: Relationships | The wider world: Rights and responsibilities Taking care of the environment | The wider world: Money |
| Computing | Coding | Heroes and villains (creating a game) |
| History (include direct enquiry opportunities using primary or secondary sources) | WWII <ul style="list-style-type: none"> I understand the meaning of 'history'. I can say where a period of history fits on a timeline. I can summarise the main events. I can look at two different accounts of the same event. I can identify and explain my | Industrial revolution <ul style="list-style-type: none"> Understand why the Industrial Revolution was important to Britain. Understand the significance of cotton spinning moving from being a handcraft, to being mechanised. Understand the significance of the steam engine during the IR. Understand why coal and iron were so |
| Geography (include fieldwork opportunity) | | |



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| | understanding of propaganda. | important for the IR. <ul style="list-style-type: none"> Understand the impact that canals had on trade and transport in Britain. Know about the first train lines to be built in Britain. |
| PE / Games | Fitness Gymnastics | Hockey Basketball |
| Art (include focus artist) | | The Blitz <ul style="list-style-type: none"> Begin to show perspective within my drawing. Communicate emotions and a sense of self with accuracy and imagination. Explain why I have chosen a specific drawing technique. |
| D&T | Make do and mend <ul style="list-style-type: none"> Consider culture and society in my design. Use knowledge to justify my plan to someone else. Think about the target audience of my product and cost it accordingly. Evaluate how to improve the product from its original state. | Spitfire plane construction project <ul style="list-style-type: none"> Justify why chosen material was the best for the task. Decide the target audience. Follow my plan and make adjustments if necessary. Consider which resources would have improved my product. |
| Music (Music curriculum to be taught in class at least twice a year (two units) | Whole class drumming | WWII unit (pitch) |
| Languages Following CGP appropriate to year group or prior knowledge | Following CGP appropriate to year group or prior knowledge: Revision, family and friends. | |
| RE | The Natural World in religion | |

| Subject | Summer 1 | Summer 2 |
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| English (note linked science / topic writing for this half term) | Window (exploring environmental issues) The Dancing Bear (debating captivity and examining life cycles) | Butterfly Summer (story writing) Clockwork (character description; story writing [focus on speech]) |
| Maths | Following Power Maths for appropriate year group: Fractions including decimals and percentages Algebra Measurement Ratio and proportion | Following Power Maths for appropriate year group: Fractions including decimals and percentages Algebra Measurement Ratio and proportion |
| Science (include working scientifically/ investigation focus) | Evolution and inheritance <ul style="list-style-type: none"> 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 | Scientists and inventors <ul style="list-style-type: none"> Report and present findings from enquiries, including causal relationships, in oral and written forms such as displays and other presentations. Give reasons for classifying plants and animals based on specific characteristics. |



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| | <p>identical to their parents</p> <ul style="list-style-type: none"> Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | <ul style="list-style-type: none"> Identify scientific evidence that has been used to support or refute ideas or arguments. Record data using scatter graphs. Recognise that living things have changed over time. Use recognised symbols when representing a simple circuit in a diagram. |
| PHSE Core Theme 3: Living in the Wider World | Health and well-being: Healthy lifestyles Growing and changing | Health and well-being: Keeping safe SRE Equality |
| Computing | Appy times part I (filming and editing) | Appy times part II (filming and editing) |
| History (include direct enquiry opportunities using primary or secondary sources) | Ancient Egyptians <ul style="list-style-type: none"> Use dates and historical language within my work. Draw a timeline Use research skills. Identify and explain map use. Understand why water is an important resource. I can explain how humans impact the environment. | |
| Geography (include fieldwork opportunity) | | |
| PE / Games | Tennis Cricket | Athletics Rounders |
| Art (include focus artist) | Egyptian amulet Egyptian death masks | Starry Night – Van Gogh |
| D&T | Making honey cakes | |
| Music (Music curriculum to be taught in class at least twice a year (two units) | | Year 6 production (pitch) |
| Languages Following CGP appropriate to year group or prior knowledge | Following CGP appropriate to year group or prior knowledge: Revision, the future and jobs. | |
| RE | Ethics and moral issues Humanism | |