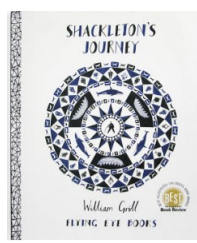
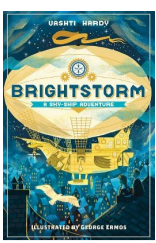


Year 5 - Cycle 1

	RACE TO THE POLE	RAIDERS AND INVADERS	WORLD WAR 2
Subject	Autumn	Spring	Summer
Hook	Misk Hills expedition	Experience day - Vikings	The Holocaust Centre
English	Non-Chronological Report: Biography and Autobiography Persuasive writing: argument	Narrative: Character descriptions and settings Newspapers:	Recount with flashbacks- The Piano Recount—Diary entry (The day that war was announced) Poetry
Maths	Number - Place value Number - Addition and Subtraction Statistics Number - Multiplication and Division Measures - Perimeter and area	Number - Multiplication and Division Fractions Decimals and percentages	Decimals Geometry - Property of shapes Geometry - Position and direction Measuring - Converting units Measures - Volume
Science	Properties and changes of materials Animals including humans	Living things and their habitats Forces and magnets	Earth and Space
RE	Beliefs and questions: How do people's beliefs about God, the world and others have impact in their lives? Beliefs about God in Muslim and Hindu life Incarnation (Was Jesus the messiah?)	Inspirational people in today's world: What can we learn from great leaders and inspiring examples in today's world? Including William Booth of Sneinton, Nottingham (founder of the Salvation Army) Kingdom of God (What kind of king is Jesus?) Salvation (What did Jesus do to save human beings?)	Religion and the individual: What is expected of a person in following a religion or belief? Christmas, Easter, Pentecost Gospel (What would Jesus do?) Beliefs in action in the world: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? Christian, Muslim, Hindu and Humanist views.
PE	Orienteering Gymnastics	Handball Circuits	Tri-golf Badminton
Computing	Coding Spreadsheets	Online Safety Databases	Game Creation 3D Modelling
DT	Cooking and Nutrition: Design and create an energy biscuit for an Antarctic expedition USER: Design innovative, functional, appealing products that are aimed at a specific audience. IMPLEMENTATION: Select materials and components according to their properties and aesthetic qualities. EVALUATION: Evaluate ideas against design criteria.	Textiles: Weaving - design and create. IMPLEMENTATION: Select materials and components according to their properties and aesthetic qualities EVALUATION: Consider the views of others to improve work.	Construction: Design, build and evaluate an Anderson Shelter (link with Art and design) INNOVATION: Produce a step-by-step plan, refining where needed. Use research and develop design criteria based on the user's need IMPLEMENTATION: Select from a wider range of tools for practical tasks EVALUATION: Test and evaluate the product.
Art	Northern Lights Medium: Painting – watercolours COMPOSITION: Recreate artists' work in a range of different artistic styles Portrait drawing Medium: Pencil Communication: Justify their use of artistic elements and different artistic styles	Viking sails Medium: Pencils COMPREHENSION: Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response.	Mixed Media Trenches War pictures – Paul Nash COMPOSITION: Texture – Think about how we can use line and tone to create visual texture. Colour – Explore a range of colours. Introduce complimentary colours. Look at colour for purpose and to express moods/ feelings. COMMUNICATION: Photos, sketching pencil, pencil crayons.
History	CHRONOLOGY: timeline of Antarctic exploration. EVIDENCE diaries, first-hand accounts. Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied. Select relevant sections of information. SIGNIFICANCE: explain how Antarctic exploration and human activity in Antarctica changed the future and impacts on our lives today. VOCABULARY expedition, explorer, glacier, iceberg, Ernest Shackleton, Inuit, Robert Falcon Scott, indigenous, AD, 21 st century	CHRONOLOGY: timeline of Anglo-Saxon and Viking invasion of Britain. Place on a wider timeline of the Middle Ages. EVIDENCE: artefacts, primary sources SIGNIFICANCE: explain how Viking and Anglo-Saxon invasions changed life in Britain . VOCABULARY AD, invade, kingdom, longship, pillaged, raid, farms, houses, jewellery, pagans	CHRONOLOGY timeline of main battles of World War II. EVIDENCE newspaper reports, diaries. Select the most appropriate source of evidence for particular tasks. SIGNIFICANCE: explain how conflict during World War changed the future and impacts our lives today (the Battle of Britain, atomic bomb) VOCABULARY: 21 st century, AD, conscripted, dogfight, Hiroshima, atomic bomb, Spitfire.
Geography	PLACE: Locate and compare the position of an increasing number of places across the world on a world map. Compare the human and physical features of Antarctica with the UK. SPACE: Explain how places are similar and different and how the key features affect its use. Major physical features of Antarctica. How are plants and animals adapted to life in polar regions? SUSTAINABILITY: Analyse the impact of humans on polar regions. Determine how pupils can make a change CHANGE: Explain how human use of natural resources is affecting polar regions. FIELDWORK: Planning and executing an expedition in the local area.	PLACE: Locate the origins of the Anglo-Saxons and Vikings. SPACE: Identify features of human settlements. Describe the features of a river.	PLACE: Locate and compare the countries involved in WWII. SPACE: Study aerial maps of bombing raids.
PSHE	HEARTSMART: Get Heartsmart HEARTSMART: Don't forget to let love in	HEARTSMART: Too much selfie, isn't healthy HEARTSMART: Don't rub it in, rub it out	HEARTSMART: Fake is a mistake HEARTSMART: No way through isn't true
Music	Composing: Composing in the style of Anna Meredith.	Listening: Listening to recorded/live performances. - Young Voices Performing: Instrumental performance - Ukulele	Singing: Sing a range of songs- World War 2 Performing: Engage with others through ensemble - End of Year production
MFL	Communication: I am learning French. Culture: Cultural awareness of France and French speaking countries.	Communication: Fruits - name ten fruits. Engage in a conversation in French. Culture: Listen to a conversation in French.	Communication: Musical instruments - name ten instruments. Culture: Learn instruments that have a French origin.
	Communication: Animals - learn up to ten animal names.		Communication: Hobbies— name and spell ten hobbies/ activities. Culture: Learn and play French games.
		Communication: Parts of the body - name ten part of the body through traditional fairytales. Culture: Listen to and understand a familiar story in French.	

Year 6 - Cycle 1



	RACE TO THE POLE	RAIDERS AND INVADERS	WORLD WAR 2
Subject	Autumn	Spring	Summer
Hook	Misk Hills expedition	Experience day - Vikings	The Holocaust Centre
English	Non-Chronological report – Everest Diary Entry – Falcon Scott Poem	Non-fiction – Persuasive Speech Recount - Lindisfarne	Newspaper – Friend and Foe Narrative: Story – The Arrival
Maths	Number - Place value Number - Addition, Subtraction, Multiplication and Division Fractions	Fractions and percentages Ratio and proportion Algebra Measurements Geometry - Properties of shapes Geometry - Position and direction	Statistics Investigations
Science	Animals including humans Living things and their habitats	Evolution and inheritance	Electricity Light
RE	People of God (How can following God bring freedom and justice?) Creation/Fall (Creation and science: conflicting or complementary?) Christmas (What can different presentations of the Christmas story tell us?)	Incarnation (Was Jesus the messiah?) Gospel (What would Jesus do?) Kingdom of God (What kind of king is Jesus?) Salvation (What difference does the resurrection make to Christians?)	Beliefs in action in the world (The Holocaust) Reflection day – Southwell Minster and follow up work.
PE	Orienteering Gymnastics	Handball Circuits	Tri-golf Badminton
Computing	Coding Online Safety Text Adventures	Networks Blogging Quizzing	Spreadsheets Binary
DT	Cooking and Nutrition: Design and create an energy bar for an Antarctic expedition USER: Design innovative, functional, appealing products that are fit for purpose and aimed at a specific audience. IMPLEMENTATION: Select materials and components according to their properties and aesthetic qualities. EVALUATION: Evaluate ideas against design criteria. Consider the views of others to improve work.	Textiles: Weaving - Design and create. IMPLEMENTATION: Select materials and components according to their properties and aesthetic qualities EVALUATION: Consider the views of others to improve work.	Construction: Design, build and evaluate an Anderson Shelter (link with Art and design) INNOVATION: Produce a step-by-step plan, refining where needed. Use research and develop design criteria based on the user's need IMPLEMENTATION: Select from a wider range of tools for practical tasks EVALUATION: Test and evaluate the product.
Art	Sculpture: Charles Sargent Jagger - Ernest Shackleton COMPOSITION: Shape and form – create pre-designed 3D forms e.g. nets, sculptures. Tone – use tone to represent 3D forms. Proportion – Use proportion accurately relating to human features. COMMUNICATION: Modroc, Acrylic Paint	Kurt Jackson - Viking sails COMPOSITION: Texture - create visual texture using line, tone and shape. Pattern – create own accurate pattern for a purpose. Line – contour and cross-hatching. COMMUNICATION: Coloured pencil, felt tips, sketching pencils, chalk pastels.	Henry Moore – World War II—various pieces COMPOSITION: Colour – colour theory – understand primary, secondary, complimentary, tertiary, monochrome and colour schemes. Use and justify use of colours. Tone – use tone to represent 3D forms COMMUNICATION: Use coloured pencil, felt tips, sketching pencils, chalk pastels.
History	CHRONOLOGY: timeline of Antarctic exploration. Place on a timeline of the 20 th century EVIDENCE: newspapers reports, diaries, first-hand accounts. Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. Form own opinions about historical events from a range of sources SIGNIFICANCE: explain how Antarctic exploration and human activity in Antarctica changed the future and impacts on our lives today. The importance of exploration. VOCABULARY: expedition, explorer, glacier, iceberg, Ernest Shackleton, Inuit, Robert Falcon Scott, indigenous, AD, 21 st century	CHRONOLOGY: timeline of Anglo-Saxon and Viking invasion of Britain. Place on a wider timeline of the Middle Ages. EVIDENCE: artefacts, primary sources SIGNIFICANCE: explain how Viking and Anglo-Saxon invasions changed life in Britain . VOCABULARY: AD, invade, kingdom, longship, pillaged, raid, farms, houses, jewellery, pagans	CHRONOLOGY timeline of main battles of World War II. EVIDENCE newspaper reports, diaries. Select the most appropriate source of evidence for particular tasks. SIGNIFICANCE: explain how conflict during World War changed the future and impacts our lives today (the Battle of Britain, atomic bomb) VOCABULARY: 21 st century, AD, conscripted, dogfight, Hiroshima, atomic bomb, spitfire.
Geography	PLACE: Locate and compare the position of an extensive range of places across the world on a world map: Arctic and Antarctic in relation to major human and physical features of the world. Describe the location and climate. SPACE: Explain how places are similar and different and how the key features affect its use. Similarities and differences between the Arctic and Antarctic. Major physical features. SUSTAINABILITY: Analyse the impact human impact on polar regions, using fieldwork skills. CHANGE: Explain how human use of natural resources is changing global landscapes (polar regions). FIELDWORK: Planning and executing an expedition in the local area.	PLACE: Locate and compare where the Anglo-Saxons and Vikings came from and the routes they took to reach Britain. SPACE: Identify features of human settlements. Explain the formation and uses of a river.	PLACE: Locate and compare countries and capital cities involved in WWII, including human and physical features. SPACE: Study Aerial maps and human and physical features (bombing raids).
PSHE	D.A.R.E	HEARTSMART: Don't forget to let love in HEARTSMART: Too much selfie, isn't healthy	HEARTSMART: No way through isn't true Be Awesome, Go Big Project RSHE
Music	Composing: Composing in the style of Anna Meredith.	Listening: Listening to recorded/live performances. - Young Voices Performing: Instrumental performance - Ukulele	Singing: Sing a range of songs- World War 2 Performing: Engage with others through ensemble - End of Year production
MFL	Communication: I am learning French. Culture: Cultural awareness of France and French speaking countries.	Communication: Fruits - name and spell up to ten fruits. Perform a conversation in French. Culture: Assess a performance in French.	Communication: Musical instruments - name and spell ten instruments. Culture: Researching instruments that have a French origin.
	Communication: Animals– learn and spell up to ten animal names. Culture: Learn and play French games.	Communication: Parts of the body - name and spell ten part of the body through traditional fairytales. Culture: Listen to and understand a familiar story in French.	Communication: Hobbies—name ten hobbies/activities. Culture: Learn and play French games.