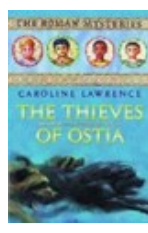


Year 5 - Cycle 2

	DOES IT REALLY RAIN THAT MUCH IN THE RAINFOREST?		THE RULING ROMANS		REVOLUTION—THE VICTORIANS	
Subject	Autumn		Spring		Summer	
Hook	Sherwood Pines – Den building, forest activities				Blist Hill, Ironbridge	
English	Narrative - Adventure story Newspaper Report - Plane crash Persuasive writing - Advert		Narrative - Mystery story Letter – Roman soldier writing home Balanced Argument – Is life better today because of the Roman invasion?		Diary entry - Victorian child Non-chronological Report – The Workhouse Narrative – Historical story	
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 Living things and their habitats		Animals including humans Forces and magnets		Earth and Space	
RE	<b>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?)</b>		<b>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)</b>  <b>Kingdom of God</b> (What kind of king is Jesus?)  <b>Salvation</b> (What did Jesus do to save human beings?)		<b>Religion and the individual: What is expected of a person in following a religion or belief? Christmas, Easter, Pentecost Gospel (What would Jesus do?)</b> <b>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.</b>	
PE	Athletics	Basketball	Dance	Tag Rugby	Tennis	Cricket
Computing	Coding Spreadsheets		Online Safety Databases		Game Creation 3D Modelling	
DT	<b>Construction:</b> Design, create and evaluate a rainforest diorama  <b>INNOVATION:</b> Use the designing and making process with increasing independence. Produce a step-by-step plan, refining where needed. <b>IMPLEMENTATION:</b> Select from a wider range of tools for practical tasks <b>EVALUATION:</b> Evaluate ideas against design criteria.		<b>Product Design:</b> Research, design and create a Roman shield  <b>USER:</b> Recognise that some products meet the need of the user more appropriately. <b>INNOVATION:</b> Use research and develop design criteria based on the user’s need. <b>EVALUATION:</b> Consider the views of others to improve work.		<b>Structures:</b> Research, design and create a bridge  <b>USER:</b> Study key events and individuals that have shaped the world. <b>INNOVATION:</b> Use discussion and prototypes to develop, model and communicate ideas. <b>IMPLEMENTATION:</b> Select from a wider range of tools for practical tasks <b>EVALUATION:</b> Test and evaluate the product.	
Art	<b>Henri Rousseau – Rainforest Art</b> <b>Medium:</b> Pencil and Painting  <b>COMPOSITION:</b> Recreate artists’ work in a range of different artistic styles <b>COMPREHENSION:</b> Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response.		<b>Roman mosaics</b> <b>Medium:</b> Various  <b>COMMUNICATION:</b> Justify their use of artistic elements and different artistic styles to make deliberate choices about their own pieces of art.		<b>Victorian Art - William Morris inspired –tile prints</b> <b>Medium:</b> Printing  <b>COMPOSITION:</b> Recreate artists’ work in a range of different artistic styles <b>COMPREHENSION:</b> Investigate how artists’ deliberate choices about composition have different effects on the audience, based on their personal experiences and values	
History			<b>CHRONOLOGY:</b> timeline of the Roman invasion of Britain. Place on a wider timeline of the Middle Ages. <b>EVIDENCE:</b> artefacts, primary sources <b>SIGNIFICANCE:</b> explain how the Roman invasion changed life in Britain . <b>VOCABULARY</b> AD, invade		<b>CHRONOLOGY:</b> timeline of Victorian Britain. Place on a wider timeline of the British history. <b>EVIDENCE:</b> newspaper reports, photographs, diaries. Select the most appropriate source of evidence for particular tasks. <b>SIGNIFICANCE:</b> explain how the Industrial Revolution changed life in Britain.	
Geography	<b>PLACE: Locate and compare</b> the position of an increasing number of places across the world on a world map. <b>Compare</b> the human and physical features of South America with the UK. <b>SPACE: Explain</b> how places are similar and different and how the key features affect its use. Major physical features of rainforests. How are plants and animals adapted to life in rainforests? <b>SUSTAINABILITY: Analyse the impact</b> human impact on rainforests, using fieldwork skills. <b>CHANGE: Explain how</b> deforestation is impacting on global landscapes (rainforests).		<b>PLACE: Name and locate</b> countries and capital cities in the Roman Empire. <b>SPACE: Identify</b> features of Roman settlements. <b>Identify</b> the features of a river.		<b>PLACE: Name and locate</b> countries and capital cities in the Victorian British Empire. <b>SPACE: Study</b> the natural resources in the Victorian British Empire.	
PSHE	<b>HEARTSMART:</b> Get Heartsmart <b>HEARTSMART:</b> Don’t forget to let love in		<b>HEARTSMART:</b> Too much selfie, isn’t healthy <b>HEARTSMART:</b> Don’t rub it in, rub it out		<b>HEARTSMART:</b> Fake is a mistake <b>HEARTSMART:</b> No way through isn’t true	
Music	<b>Composing:</b> Composing in the style of Anna Meredith.		<b>Listening:</b> Listening to recorded/live performances. - Young Voices <b>Performing:</b> Instrumental performance - Ukulele		<b>Singing:</b> Sing a range of songs- Oliver Twist <b>Performing:</b> Engage with others through ensemble - End of Year production	
MFL	<b>Communication:</b> I am learning French. <b>Culture:</b> Cultural awareness of France and French speaking countries.	<b>Communication:</b> Animals - learn up to ten animal names.	<b>Communication:</b> Fruits - name ten fruits. Engage in a conversation in French. <b>Culture:</b> Listen to a conversation in French.	<b>Communication:</b> Musical instruments - name ten instruments. <b>Culture:</b> Learn instruments that have a French origin.	<b>Communication:</b> Parts of the body - name ten part of the body through traditional fairytales. <b>Culture:</b> Listen to and understand a familiar story in French.	<b>Communication:</b> Hobbies— name and spell ten hobbies/ activities. <b>Culture:</b> Learn and play French games.

Year 6 - Cycle 2



	DOES IT REALLY RAIN THAT MUCH IN THE RAINFOREST?	THE RULING ROMANS	REVOLUTION—THE VICTORIANS
Subject	Autumn	Spring	Summer
Hook	Sherwood Pines – Den building, forest activities		Blist Hill, Ironbridge
<b>English</b>	Narrative - Adventure story Newspaper Report - Plane crash Persuasive writing - Advert	Narrative - Mystery story Letter – Roman soldier writing home Balanced Argument – Is life better today because of the Roman invasion?	Diary entry - Victorian child Non-chronological Report – The Workhouse Narrative – Historical story
<b>Maths</b>	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
<b>Science</b>	Animals including humans Living things and their habitats	Evolution and inheritance	Electricity Light
<b>RE</b>	<b>How do religions and beliefs respond to global issues?</b>  <b>God</b> (What does it mean if God is holy and loving?)  <b>Incarnation</b> (Was Jesus the messiah?)	<b>What contributions do religions make to life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?</b>  <b>Salvation</b> (What difference does the resurrection make to Christians?)	<b>Beliefs in Action in the world: What was the Kinder transport? Who resisted and rescued? How can we be up standers today?</b> <b>People of God</b> (How can following God bring freedom and justice?) <b>What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?</b> <b>Creation and Science</b> (conflicting or complementary?) <b>Reflection day</b> – Southwell Minster
<b>PE</b>	Athletics      Basketball	Dance      Tag Rugby	Tennis      Cricket
<b>Computing</b>	Coding    Online Safety    Text Adventures	Networks    Blogging    Quizzing	Spreadsheets    Binary
<b>DT</b>	<b>Construction:</b> Design, create and evaluate a rainforest diorama  <b>INNOVATION:</b> Use the designing and making process independently. Produce a step-by-step plan, refining where needed. <b>IMPLEMENTATION:</b> Select from a wider range of tools for practical tasks <b>EVALUATION:</b> Evaluate ideas against design criteria.	<b>Product Design:</b> Research, design and create a Roman shield  <b>USER:</b> Recognise that some products meet the need of the user more appropriately. <b>INNOVATION:</b> Use research and develop design criteria based on the user’s need. <b>EVALUATION:</b> Consider the views of others to improve work.	<b>Structures:</b> Research, design and create a bridge  <b>USER:</b> Study key events and individuals that have shaped the world. <b>INNOVATION:</b> Use discussion, prototypes and computer-aided design to develop, model and communicate ideas. <b>IMPLEMENTATION:</b> Select from a wider range of tools for practical tasks <b>EVALUATION:</b> Test and evaluate the product.
<b>Art</b>	<b>Henri Rousseau – Rainforest Art</b> <b>Medium:</b> Pencil and Painting  <b>COMPOSITION:</b> Recreate artists’ work in a range of different artistic styles <b>COMPREHENSION:</b> Explain how a piece of art makes them feel using more technical language linked to artistic elements and style to justify their response.	<b>Roman mosaics</b> <b>Medium:</b> Various  <b>COMMUNICATION:</b> Justify their use of artistic elements and different artistic styles to make deliberate choices about their own pieces of art.	<b>Victorian Art - William Morris inspired –tile prints</b> <b>Medium:</b> Printing  <b>COMPOSITION:</b> Recreate artists’ work in a range of different artistic styles <b>COMPREHENSION:</b> Investigate how artists’ deliberate choices about composition have different effects on the audience, based on their personal experiences and values
<b>History</b>		<b>CHRONOLOGY:</b> timeline of the Roman invasion of Britain. Place on a wider timeline of the Middle Ages. <b>EVIDENCE:</b> artefacts, primary sources <b>SIGNIFICANCE:</b> explain how the Roman invasion changed life in Britain . <b>VOCABULARY</b> AD, invade	<b>CHRONOLOGY:</b> timeline of Victorian Britain. Place on a wider timeline of the British history. <b>EVIDENCE:</b> newspaper reports, photographs, diaries. Select the most appropriate source of evidence for particular tasks. <b>SIGNIFICANCE:</b> explain how the Industrial Revolution changed life in Britain.
<b>Geography</b>	<b>PLACE:</b> Locate and compare the position of an extensive range of places across the world on a world map: <b>Compare</b> rainforests in relation to major human and physical features of the world. <b>Describe</b> the location and climate. <b>SPACE:</b> Explain how places are similar and different and how the key features affect its use. Similarities and differences between rainforests and other global ecosystems. Major physical features. <b>SUSTAINABILITY:</b> Analyse the impact human impact on rainforests, using fieldwork skills. <b>CHANGE:</b> Explain how deforestation is impacting on global landscapes (rainforests).	<b>PLACE:</b> Name, locate and place countries and capital cities in the Roman Empire. <b>SPACE:</b> Identify features of Roman settlements. <b>Explain</b> the formation and uses of a river.	<b>PLACE:</b> Name, locate and place countries and capital cities in the Victorian British Empire. <b>SPACE:</b> Study the natural resources and trade in the Victorian British Empire.
<b>PSHE</b>	D.A.R.E	<b>HEARTSMART:</b> Don’t forget to let love in <b>HEARTSMART:</b> Too much selfie, isn’t healthy	<b>HEARTSMART:</b> No way through isn’t true Be Awesome, Go Big Project <b>RSHE</b>
<b>Music</b>	<b>Composing:</b> Composing in the style of Anna Meredith.	<b>Listening:</b> Listening to recorded/live performances. - Young Voices <b>Performing:</b> Instrumental performance - Ukulele	<b>Singing:</b> Sing a range of songs– Oliver Twist <b>Performing:</b> Engage with others through ensemble - End of Year production
<b>MFL</b>	<b>Communication:</b> I am learning French. <b>Culture:</b> Cultural awareness of France and French speaking countries.	<b>Communication:</b> Fruits - name and spell up to ten fruits. Perform a conversation in French. <b>Culture:</b> Assess a performance in French.	<b>Communication:</b> Musical instruments - name and spell ten instruments. <b>Culture:</b> Researching instruments that have a French origin.
	<b>Communication:</b> Animals – learn and spell up to ten animal names.		<b>Communication:</b> Hobbies - name ten hobbies/activities. <b>Culture:</b> Learn and play French games.
			<b>Communication:</b> Parts of the body - name and spell ten part of the body through traditional fairytales. <b>Culture:</b> Listen to and understand a familiar story in French.