

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	TBC					
Super start/finish	Year groups to add					
Visits out of school /Visitors in school	TBC - nothing yet booked. Year groups to add	Science- IVE in to work with children across Years 5 on climate change project.	Rydale folk museum - Anglo Saxons. Murton Park in York.		Geography: North Yorkshire Moors National Park - rivers.	Cartwright Hall in Bradford Islamic Art and museum. Muslim Museum in Halifax. TBC TB Art day TBC
	Last week of term: Football led by AT Rounders led by RB	Last week of term Badminton Led By RB Tag rugby Led by AT	Last week of term: Hockey led by AT Handball Led by RB		Last week of term Cross country led by RB Fitness (dance mats) led by AT	Last week of term Tennis led by RB Netball led by AT
PE enrichment						
Maths	Number: Place Value Number: Addition and Subtraction Statistics	Number: Multiplication and Division Measurement: Area and Perimeter Statistics	Number: Multiplication and Division Number: Fractions	Number: Fractions Number: Decimals Statistics	Number: Decimals and Percentages Geometry: Properties of Shapes	Geometry: Position and Direction Measurement: Converting units Measurement: Volume Statistics
English (inc texts used)	Where once we stood -Report writing - Explorative narrative	<u>FArTHER</u> - <u>Settings</u> - <u>Letters</u> <u>Biography</u> / autobiographies - <u>Kenning</u> <u>Poems</u>	<u>Hound of the baskervilles</u> - <u>Cliffhanger narrative</u> - <u>Formal event report</u> <u>Fantasy Stories</u> -	<u>Persuasive Arguments</u> <u>The promise</u> - <u>Character narrative</u> - <u>Newspaper report</u>	<u>The lost book of adventure</u> <u>British Literature Classic Stories</u> <u>Poetry Appreciation</u> <u>Performance</u> - Valerie Bloom <u>Survival narrative</u> <u>Survival guide</u>	<u>Discussions and Debates</u> <u>King Kong</u> - <u>Dilemma narrative</u> - <u>Balanced argument</u>
Reading comprehension (inc main texts used/class novels)	Hacker - Malorie Blackman <u>Where once we stood</u>	Winter of the Wolves Tony Bradman <u>FArTHER</u>	<u>Hound of the baskervilles</u> Tom's Midnight Garden Phillippa Pearce	<u>The promise</u>	<u>The lost book of adventure</u> Storm Breaker Anthony Horowitz	<u>King Kong</u>

Formatted Table

Formatted: Font: Comic Sans MS, 9 pt

Formatted: Font: (Default) Comic Sans MS, 8 pt

Formatted: Font: (Default) +Body (Calibri)

Formatted: List Paragraph

Formatted: Font: Comic Sans MS, 8 pt

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Formatted: Font: (Default) +Body (Calibri)

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Formatted: Font: (Default) Comic Sans MS, 8 pt

Formatted: Line spacing: single, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Formatted: Font: (Default) +Body (Calibri)

Formatted: Font: 8 pt

Formatted: List Paragraph, Bulleted + Level: 1 + Aligned at: 0.63 cm + Indent at: 1.27 cm

Formatted: Font: Comic Sans MS, 9 pt

Formatted: Font: Comic Sans MS

Formatted: Font: Comic Sans MS, 9 pt

Formatted: Font: Comic Sans MS

Science	Earth and Space <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 	Forces <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. 	Properties and changes in materials <p>Review what children can remember about forces and magnets.</p> <ul style="list-style-type: none"> - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p>This is a very long topic so will be covered over a whole term and then reassessed in Summer 2.</p>	Properties and changes in materials <ul style="list-style-type: none"> - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - demonstrate that dissolving, mixing and changes of state are reversible changes - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 	Living Thing and their Habitats <p>Begin by reviewing content from Y3 check understanding before beginning this topic.</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 	Animals (including humans) <ul style="list-style-type: none"> -Human life cycles including puberty -Comparing life cycles -Differences between animals <p>Review of topics covered in Y5 should be done here if not already done.</p>
	History	<p><u>Whose Island Is It Anyway?</u></p> <ul style="list-style-type: none"> • Study the life of the Anglo-Saxons and the impact of Alfred the Great. Discuss his daughter as a significant female figure of the era also. • Place the Anglo-Saxons within a time period on the class timeline. • To be able to recount how the Anglo Saxons lived and make comparisons to modern day Britain. • Look at the UK from both a past and present perspective. • Understanding how previous settlers have impacted how we live today. 		<p><u>The Islamic Civilization</u></p> <ul style="list-style-type: none"> • Understand the significance of early Islamic civilisations. • Complete an in-depth study on Baghdad ('The city of peace'). • Discover how religion affected culture and architecture and the maintenance of global trading. • Look at the use of farming and daily life in Baghdad. • Understand the main religion within in Baghdad and how this has changed over time. 		

	<ul style="list-style-type: none"> Look at the history of Yorkshire. Who had the greatest impact on Britain: the Anglo-saxons or Ancient Romans? Why? 		<ul style="list-style-type: none"> Look at great thinkers such as Omar Khayyam. Know the significance of Baghdad in its golden age. Recognise trade practices and links with Baghdad. Make comparisons between life in Baghdad and the UK. 			
Geography	<u>European region.</u> Children take a tour Europe exploring many of the countries, looking at human and physical features, economic activity, cuisine and life in general before focusing on the Mediterranean region and the migrant crisis.		<u>How far North is North America?</u> Children locate the North American continent and the countries that are found there. They compare and contrast the climate of the different regions of the continent and look at the human and physical features of some of a range of North American countries. They compare localities within North America to their own and understand the terms urban and rural.		<u>Rivers/Coasts</u> Children learn about the world's rivers. They locate the world's longest river, understand the water cycle and how rivers are used around the world. They look at the human and physical features of a river and understand how river impact and are impacted by humans. After following the river from source to mouth, they move onto studying the physical and human features of coasts and how this landscape might change.	
Computing	<u>Computer Science</u> Children will continue to decompose problems into smaller parts. Children use real life events e.g. coming to school broken into getting up, getting washed, feeding etc. Break examples of games into parts and sub parts, movement, scoring, interaction with objects etc. They will convert lines of code into everyday language and vice versa. Thinking about variables at each stage. Using this, they will use selection in programming to create a game which starts to include more variables and scores. <u>Outcome:</u> To plan and create a game for children that contains more than one example of	<u>Computer Science</u> Children will become more familiar with inputs and outputs and create programs using them to control or simulate physical systems. They will create flow charts using software or on paper to explain how inputs and outputs are used in daily life. E.g. A traffic light. The children will start to understand what networks (including the internet) are and how they are used to transfer information. They will then create simple diagrams (abstractions) of computer networks> E.g. The schools network system. <u>Outcome:</u> The children will be able to talk about what an input/output is and how we can program these in everyday life.	<u>Information Literacy</u> Children will interpret information found online and select appropriate sources from different search engines. They will consider use of a range of keywords. They will learn that the internet can sometimes be an unreliable source. They will compare information and discuss accurate and inaccurate information. <u>Outcome:</u> Children will be able to find relevant and accurate information, compare search engines and analyse information from different sources.	<u>Media</u> Children will build upon their knowledge of how to use technology to design. They will begin with 2D shapes and composite shapes to create a bird's eye view. Children will to follow a series of instructions to create a real world 3D model. <u>Outcome:</u> Children will create a simple design of a house and garden using 2D shapes and then progress to make 3D images of shapes and basic items.	<u>Media</u> Children will plan, create and edit their own animation, film, slideshow or presentation. They will locate appropriate sounds and images that are copyright free to include in their work. They will develop criteria for evaluating their own and their peers work. They will consider the design and layout of digital content, the impact of using the same styles of font, colour, size for headings, body text etc. throughout a document or a set of web pages. <u>Outcome:</u> The children will be able to research, (linked with information literacy) a topic.	<u>Data Handling</u> Children collect data using an online quiz, survey or poll and create correctly labelled graphs or chart. They will make charts using appropriate data to interpret and answer a specific question. (Maths link) Using questions and key words they will search a large pre-prepared database. Use and / or / greater / less than (Boolean) to search and sort data when looking for relationships and patterns in data, modifying searches each time. <u>Outcome:</u> Children to use technology to gather, present and evaluate data.

Formatted Table

	selection e.g. in a driving game if your car hits an odd number you lose five points if it hits an even number you gain ten points.	They will have gained a greater understanding of networks and how these networks are used to transfer data.			They will present the information using animation using book creator and green screen.	Children will learn more complex ways to use search formulas.
Online Safety	At the start of every unit children will be reminded of SMART rules. Children will learn about plagiarism and copyright. Children will look at how to use the SMART rules in the wider world.					
Music	<p><u>Living on a prayer</u></p> <p>This is a six-week Unit of Work. All the learning is focused around one song: Livin' On A Prayer. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>	<p><u>Classroom jazz 1</u></p> <p>This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes: Three Note Bossa and The Five Note Swing.</p>	<p><u>Make you feel my love</u></p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Make You Feel My Love by Bob Dylan - A Pop Ballad sung by Adele</p>	<p><u>Fresh Prince of Bel Air</u></p> <p>Old-School Hip Hop by Will Smith This is a six-week Unit of Work. All the learning is focused around one song: The Fresh Prince Of Bel-Air. This unit covers hip hop and rap. Good opportunities for chn to write their own rap material.</p>	<p><u>Dancing in the street</u></p> <p>This is a six-week Unit of Work. All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas - a Motown song from the 1960s.</p>	<p><u>Summer 2 - reflect, rewind and replay</u></p> <p>Consolidate your learning and perform This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
PE	<p>Rounders</p> <p>Link together a range of skills and use in combination.</p> <p>Collaborate with a team to choose, use and adapt rules in games.</p> <p>Recognise how some aspects of fitness apply to rounders, e.g. power, flexibility and cardiovascular endurance</p> <p>Football</p>	<p>Tag rugby</p> <p>To consistently perform basic tag rugby skills</p> <p>Implement rules, develop tactics in competitive situations</p> <p>To increase speed and endurance during gameplay</p> <p>Badminton</p>	<p>Handball</p> <p>To confidently use specific handball skills in games, for example, dribbling, blocking, shooting and keeping goal</p> <p>To begin to play effectively in different positions on the pitch in both attack and defence</p> <p>To increase power and strength of passes, moving the ball over longer distances</p>	<p>Gymnastics Unit 1</p> <p>Lead group warm-up showing understanding of the need for strength and flexibility</p> <p>Demonstrate accuracy, consistency, and clarity of movement</p> <p>Work independently and in small groups to make up own sequences</p>	<p>Netball</p> <p>To be able to use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills</p> <p>To begin to play efficiently in different positions on the court in both attack and defence</p> <p>To increase power and strength of passes, moving the ball over longer distances</p>	<p>OAA</p> <p>Explore ways of communicating in a range of challenging activities</p> <p>Navigate and solve problems from memory</p> <p>Develop and use trust to complete the task and perform under pressure</p> <p>Athletics</p>

	<p>To play effectively in a variety of positions and formations on the pitch</p> <p>Relate a greater number of attacking and defensive tactics to gameplay</p> <p>Become more skilful when performing movements at speed</p>	<p>Develop a wider range of shots including drop and smash.</p> <p>Begin to use more sophisticated tactics such as net play, and offensive and defensive positioning.</p> <p>Begin to select appropriate tactics during games.</p> <p>Play with fluency with a partner in doubles scenarios.</p>	<p>Use a wide range of handball rules consistently</p> <p>Hockey</p> <p>Combine basic hockey skills such as dribbling and push pass</p> <p>Select and apply skills in a game situation confidently</p> <p>Play effectively in different positions on the pitch including in defence</p> <p>To increase power and strength of passes, moving the ball over longer distances</p>	<p>Arrange own apparatus to enhance work and vary compositional ideas</p> <p>Experience flight on and off of high apparatus</p> <p>Dance unit 1</p> <p>Work collaboratively to include more complex compositional ideas</p> <p>Develop motifs and incorporate into self-composed dances as individuals, pairs & groups</p> <p>Talk about different styles of dance with understanding, using appropriate language & terminology</p>	<p>Tennis</p> <p>Introduce Volley shots and Overhead shots</p> <p>Apply new shots into game situations</p> <p>Play with others to score and defend points in competitive games</p> <p>Further, explore Tennis service rules</p>	<p>Sustain pace over short and longer distances such as running 100m and running for 2 minutes</p> <p>Able to run as part of a relay team working at their maximum speed</p> <p>Perform a range of jumps and throws demonstrating increasing power and accuracy</p>
Art and Design	<p>Drawing: Children will learn how to use line, tone and shade in a drawing of an Anglo-Saxon warrior. They will practice how to add value to create three dimensional drawings.</p> <p>Painting: Children will experiment with colour mixing to create Celtic knot symbols.</p> <p>Sculpture: Create a pot using techniques learnt. Use different types of coils, slabs and the slip and score method. (History links Whose Island Is It Anyway?)</p>	<p>Artist study: Frida Kahlo Study the life, work and techniques of Frida Kahlo, a famous Mexican artist. Children will create their own inspired artwork.</p> <p>Collage: Children will experiment with creating new textures using a range of materials. They will apply their learning to their own rainforest collage. (Geography link How far North is North America?)</p>	<p>Architect study: Mimar Sinan Research the life and work of Ottoman architect Mimar Sinan, who created the Blue Mosque in Turkey.</p> <p>Drawing: Create intricate patterns inspired by architectural designs in mosques.</p> <p>Painting: Children will paint a picture of a mosque. They will add detail by creating shadows, highlights as well as a background and foreground. (History links The Islamic Civilization) Science link: Earth and Space. Look at and recreate work by Peter Thorpe. Use mixed media</p>			
Design and Technology	<p>History link: Anglo Saxons. Children to design, make and evaluate an Anglo Saxon house.</p>	<p>History link: Anglo Saxons. Food technology Revisit previous years learning about nutrition and the importance of</p>	<p>Geography link: Review learning from previous years about healthy eating. Children to then create a healthy Tex-Mex dish using</p>	<p>Science link: electricity Key inventor/invention Benjamin Franklin: The invention of electricity.</p>	<p>Science link: electricity Creating electronic game - buzz game design make and evaluate. Use market research to inform design</p>	<p>RE/History link: Islamic civilisations Sewing Children to design a</p>

	<p><u>Focus: Technical knowledge -</u> Strengthening structures, children to first build a frame for their house which includes diagonal struts. Children to problem solve to create the strongest roof for their house.</p>	<p>eating the correct amount of certain foods.</p> <p>Children to follow an Anglo Saxon recipe using ingredients that would have been widely available at the time. Children will learn how the ingredients used have been caught, reared or farmed.</p>	<p>mainly healthy ingredients. Children to prepare all ingredients from scratch.</p>	<p>Design and carry out market research in preparation of summer 1 project.</p>	<p>and evaluate considering views of others.</p>	<p>Symbol of their religion. Children to use a blanket stitch to join materials. Children may wish to use a running stitch to add detail to their design.</p>
RE	<p><u>Deep Question: Why are there different beliefs about God?</u></p> <p>Children will learn about the different denominations within a key religion. They will compare their beliefs about God and traditions. Children will learn about how these compare to non-religious views, focussing on: atheism, Humanism and agnostic.</p> <p>Children will learn that it is ok to have different beliefs about God and how they can show respect towards the beliefs of others.</p>	<p><u>Deep question: What do Christians believe about the old and new covenants?</u></p> <p>This unit explores some of the different covenants between God and various key figures in the Bible in both the Old and New Testament, including Abraham, Moses, David and Jesus. It explores core beliefs of Christians regarding these covenants and their importance. It also makes comparisons to different faiths' views of these people.</p> <p><u>Focus religion</u></p>	<p><u>Deep Question: What values are shown in codes for living? Why are certain people, places and times sacred?</u></p> <p>This unit enables pupils to identify values in human life, and think about their own values, with special reference to the values of Christians, Humanists, Jews and Muslims. The focus is on the way in which stories and texts communicate values, and the ways in which values make a difference to our lives. Pupils are enabled, by various conceptual and active learning approaches, to think for themselves about questions to do with what matters in life. The unit works towards an understanding of the values peoples share, and the fact that not all values are shared. Pupils are encouraged to consider what can be learnt from Christian, Jewish, Muslim and Humanist ideas for themselves and at every point to explore examples and teaching referring to their own values, in the light of other people's ideas. Children will learn about key figures in each religion and why they are significant for believers. They will learn about the life of each person through</p>	<p><u>Deep Question: Why do people need to express their beliefs? Should we forgive others?</u></p> <p>This unit will explore the partner concepts of forgiveness and reconciliation in Christianity. The unit supports pupils to understand how the stories of forgiveness in the New Testament are, for Christian people, a guide to their values and commitments. It also allows pupils to understand the significance of the death and resurrection of Jesus in relation to the forgiveness of the sins of Christians. Pupils will be enabled to begin to understand the importance of forgiveness in Christian theology and practice and to think for themselves about questions to do with forgiveness reconciliation and values. Pupils are encouraged to consider what can be learned from Christian examples and teaching referring to their own experiences beliefs and values. Children will learn about the importance of significant religious traditions in each of the focus religions. They will learn how these traditions came about and why they are still followed today.</p>		

Formatted: Underline

Formatted: Font: Bold, Underline

Formatted: Font: Bold, Underline

Formatted: Underline

	<p>Children will compare the beliefs of each religion and learn how those beliefs impact the lives of believers.</p> <p><u>Deep question: Why are some journeys and places special?</u></p> <p><u>This unit explores the special journeys that people make. It includes pilgrimages and spiritual journeys as well as metaphorical journeys through faith. It also looks at where these journeys are to, why they are undertaken and what people learn from them. It looks at the sacrifices that people make in order to carry out the journeys and how this enriches people's lives.</u></p> <p><u>Focus religions</u> Christianity, Judaism, <u>Islam</u>,</p>	<p><u>Christianity</u></p>	<p><u>stories and what impact they had/have on the religion.</u></p> <p><u>Focus religions</u> Christianity Islam Judaism <u>and non religious views.</u></p>	<p>Children will learn about the beliefs of key religious people within each religion and the impact which they had on the beliefs of others.</p> <p><u>Focus religions</u> <u>References to be made to all 6 world religions and non religious views</u> <u>Christianity</u></p>
--	--	----------------------------	--	--

	Sikhism, non-religious world views					
PHSE/SMSC	<p>Health The children will learn about some restricted and illegal substances and drugs that could damage their immediate and future health.</p> <p>They will learn that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know.</p> <p>The children will learn some self-care techniques.</p>	<p>Risk The children will learn strategies for keeping physically and emotionally safe including use of ICT and mobile phones.</p> <p>They will learn that they need to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>The children will learn about people who are responsible for helping them stay healthy and safe and ways that they can get help</p>	<p>Economic The children will learn that economic choices affect individuals, communities and the sustainability of the environment.</p> <p>They will learn about enterprise and the skills that make someone 'enterprising.'</p> <p>The children will recognise the role of voluntary, community and pressure groups.</p>	<p>Citizenship The children will learn about how rules and the law protect people.</p> <p>They will understand how to take part in making & changing rules.</p> <p>The children will learn the consequences of anti-social and aggressive behaviours, such as bullying and discrimination on individuals and communities.</p>	<p>Identity The children will understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences).</p> <p>They will recognise how images in the media do not always reflect reality and can affect how people feel about themselves.</p> <p>The children will understand that differences and similarities between people arise from a number of factors.</p>	<p>Relationships The children will be aware of different types of relationships including friends and families.</p> <p>They will understand that differences and similarities between people arise from a number of factors.</p> <p>The children will know practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>
Spanish	<ul style="list-style-type: none"> Revision of previous year topics. <p><u>Concepts:</u> communication fluency spontaneity pronunciation intonation</p>	<ul style="list-style-type: none"> Compass points Modes of transport (how we travel to school / holiday), <p><u>Concepts:</u> communication fluency pronunciation</p>	<ul style="list-style-type: none"> Weather & forecasting <p><u>Concepts:</u> communication fluency spontaneity pronunciation intonation</p>	<ul style="list-style-type: none"> Numbers to 60 (intro to Euros) <p><u>Concepts:</u> communication fluency pronunciation</p>	<ul style="list-style-type: none"> Buying toys (prices & likes / dislikes) <p><u>Concepts:</u> communication fluency spontaneity pronunciation intonation</p>	<ul style="list-style-type: none"> Revision of this years learning. Preparation for topics to be covered in Y6. <p><u>Concepts:</u> communication fluency spontaneity pronunciation intonation</p>

Formatted Table

British Values

Throughout the year, children will be taught about the British Values which are defined as:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), Religious Education (RE) and through circle time. The school also takes opportunities to actively promote British Values through our assemblies and they are reinforced in a variety of ways throughout the school day.