

Year 5/6 B	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)			
Reading (See English Overviews for more detail)	Shared Reading Text: The Railway Children Key Poem: Sky in the Pie Focus Skill: Week 1- Vocab Week 2 - Inference Week 3 - Prediction Week 4 - Explanation Week 5 - Retrieval Week 6 – Summarising (Initial plan unless need otherwise indicated by baseline assessment)	Shared Reading Text: Nightfall in New York Picture: Stories of Outer Suburbia Focus Skill: Week 1- Vocab Week 2 - Inference Week 3 - Prediction Week 4 - Prediction Week 5 - Retrieval Week 6 - Summarising	Shared Reading Text: When Hitler Stole Pink Rabbit Key Poem: Macavity Focus Skill: Week 1- Vocab Week 2 - Inference Week 3 - Prediction Week 4 - Explanation Week 5 - Retrieval Week 6 - Summarising	Shared Reading Text: When Hitler Stole Pink Rabbit Picture: Rose Blanch & Moth Focus Skill: Week 1- Vocab Week 2 - Inference Week 3 - Prediction Week 4 - Explanation Week 5 - Retrieval Week 6 - Summarising	Shared Reading Text: Nowhere Emporium Key Poem: Some Opposites Focus Skill: Week 1- Vocab Week 2 - Inference Week 3 - Prediction Week 4 - Explanation Week 5 - Retrieval Week 6 - Summarising	Shared Reading Text: Nowhere Emporium Picture: Shackleton Journey Key Poem: Mondays' Child Focus Skill: Week 1- Vocab Week 2 - Inference Week 3 - Prediction Week 4 - Explanation Week 5 - Retrieval Week 6 - Summarising			
Writing (See English Overviews for more detail)	Week 1: Text: Entertain (Dream Jar) Stimulus: Brain wave Week 2-4 : Text: Inform (Diary) Stimulus: Railway Children Week 5-7: Text: Entertain (Narrative) Stimulus: Alma (LitShed)	Week 1-3: Text: Persuade (letter) Stimulus: Parliament/Local Issue Week 4-6 : Text: Inform (Biography) Stimulus: History learning	Week 2-4: Text: Inform (Non-chron report) Stimulus: Science learning Week 5-6: Text: Inform/Entertain (Newspaper/witness statement) Stimulus: History learning	Week 1 Text: Inform/Entertain (Newspaper/witness statement) Stimulus: History learning Week 2-4 Text: Entertain (Narrative) Stimulus: When Hitler Stole Pink Rabbit Week 5-6 Text: Entertain (Poem) Stimulus: Macavity	Week 1-3 Text: Inform (Explanation text) Stimulus: Science learning Week 4-6 Text: Entertain (Character/setting) Stimulus: Class reader	Week 1-3 Text: Inform/persuade (Advert/campaign) Stimulus: Shackleton's Journey Week 4-6 Text: Entertain (Play review) Stimulus: Year 5 performance			
Mathematics (See Unit Plans for more detail)	Year 5 1-3: Place Value 4-5: Add & Subtract 6-8: Multiply & Divide 9: Assessment 10-12: Multiply & Divide 13-14: Measures (Volume, Area and Perimeter)	Year 5/6 1-3: Place Value 4-5: Add & Subtract 6-8: Multiply & Divide 9: Assessment 10-11: Multiply & Divide 12-15: Fractions	Year 6 1-3: Place Value 4-5: Add & Subtract 6-8: Multiply & Divide 9: Assessment 10-11: Multiply & Divide 12-14: Fractions 15: Decimals	Year 5 1-5: Fractions 6: Decimals 7: Assessment 8-9: Decimals 10: Percentage 11-12: Statistics	Year 5/6 1: Fractions 2-3: Decimals 4-5: Percentages 6: Algebra 7: Assessment 8: Ratio and Proportion 9: Measures (Volume, Area & Perimeter) 10: Geometry	Year 6 1: Decimals 2-3: Percentages 4-5: Algebra 6: Ratio & Proportion 7: Assessment 8: Ratio & Proportion 9: Measure (Volume, Area & Perimeter) 10: Geometry (Position & Direction) 11: Statistics	Year 5 1-3: Geometry (Position & Direction) 4-5: Measures (Conversions) 6: Assessment 7-8: Measure (Converting Units) 9-11: Geometry (Properties of Shape)	Year 5/6 1-2: Measures (Conversion & Time) 3-4: Geometry (Properties of Shape) 5: Assessment 6: Fractions and Scaling	Year 6 1-2: Measures (Conversion & Time) 3-4: Geometry (Properties of Shape) 5: Assessment 6: Fractions and Scaling 8-12: Investigation, Application and KS3 Preparation
History	Industrial Revolution 1. The Industrial Revolution 2. Cotton Production 3. Steam Engines and Trains 4. Iron and Coal 5. Children at Work 6. Assessment	The Victorian Age 1. The Reign of Queen Victoria 2. Victorian Cities 3. The Poor Law and the Workhouse 4. Leisure 5. Life by 1900 6. Assessment	The Rise of Hitler and WW2 1. The Armistice and the Treaty of Versailles 2. The Rise of the Nazi Party 3. Life in Nazi Germany 4. Kristallnacht and the Refugee Crisis 5. The Second World War 6. Assessment	WW2 and the Holocaust 1. An Introduction to WW2 2. The Battle of Britain 3. Bletchley Park 4. The Holocaust 5. The Home Front 6. Assessment	The Cold War 1. The Cold War 2. The Arms Race 3. The Cuban Missile Crisis 4. The Space Race 5. Proxy Wars 6. Assessment	The History of Human Rights 1. What are Human Rights? 2. Women's rights 3. Children's rights 4. Racial Equality 5. Freedom of thought, belief and religion 6. Assessment Local historical enquiry			
Geography	Spatial sense 1. Maps: dividing the world into sections. 2. Eastern and Western hemispheres 3. Maps: using co-ordinates to locate places. 4. Maps: drawn to different scales. 5. Relief maps 6. Assessment	Australia 1. Australia- location and physical geography 2. The history of Australia 3. Settlements 4. Climate 5. Biodiversity 6. Assessment	British Geographical Issues 1. Air Pollution 2. Climate Change 3. Waste 4. Litter 5. Local context 6. Assessment	Globalisation 1. What is globalisation? 2. Economic Globalisation 3. Political Globalisation 4. Social Globalisation 5. Globalisation; a global force for good? 6. Assessment	North American Geography 1. The Countries of North America 2. Environmental Regions of North America 3. Rivers in North America 4. Cities in North America 5. Comparison of The UK and a region of North America 6. Assessment	Local Study 1. Geography of the local area 2. Sketch Maps (Fieldwork) 3. Local Issues 4. Data Collection (Fieldwork) 5. Graphing data 6. Assessment			

Science	Materials 1. Properties of materials 2. Which material is best? 3. Solubility- which materials are most soluble/what solubility means 4. Separating mixtures- sieving, filtering, evaporating 5. Reversible changes- dissolving, mixing, change of state 6. Assessment	Living Things 1. Life Cycles of Plants and Animals in our Local Area 2. Reproduction in Plants 3. Life Cycles of Mammals and Amphibians 4. Life Cycles of Insects and Birds 5. The Work of David Attenborough and Jane Goodall 6. Assessment	Forces 1. Forces Including Gravity 2. Air Resistance, Water Resistance and Friction 3/4. Guided Investigation: Paper Drop 5. Pulleys, Gears and Levers 6. Assessment	Astronomy 1. The Big Bang and the expanding universe 2. Gravity 3. Our Solar System 4. The Moon 5. Our Galactic neighbourhood 6. Assessment	The Human Body (Circulatory system) 1. The Heart: Circulation of the Blood 2. Blood Vessels and Transport 3. Blood Pressure and Heart Rate 4. Heart Rate- an Investigation 5. Heart Rate- an Investigation continued 6. Assessment 7. Optional extra lesson: components of blood	
	Impressionism/Post-impressionism 1. Introduction to Impressionism – Monet 2. Use of scientific knowledge and painting en plein air 3. Paintings of Modern Life – Degas and Renoir 4. Post-Impressionism - Cezanne 5. Post-Impressionism – Van Gogh and Gauguin 6. Japanese influence on the impressionists and assessment	Victorian Art and Architecture 1. Victorian Architecture—Reviving different architectural styles 2. The Houses of Parliament 3. Local Victorian Architecture 4. Introduction to the Pre-Raphaelites—Millais 5. The Pre-Raphaelites and realism—Rossetti 6. Assessment	Print Making* 1. Introduction to printmaking – Different types of printing 2. The stencil process – Screen-printing 3/4. Relief printing – wood cuts/wood engraving and linocuts 5. Intaglio printing – dry point and etching 6. Assessment	Chinese Painting and Ceramics 1. Introduction to Chinese painting— Brushwork and materials 2. Chinese Calligraphy 3. Chinese Painting 4. Porcelain—Ming ware 5. Europe and Chinese Porcelain 6. Assessment	William Morris 1. Introduction to William Morris and his work 2. Morris' wallpaper—block printing 3. Morris' houses and companies 4. Morris and the Art and Crafts movement 5. Morris' writing and the printing press - stencil 6. Assessment	Take One Picture – National Gallery Extended project 1. Introduction to the picture 2. Issues raised for discussion 3. Links with the community/Ideas and media 4/5. Making the artwork 6. Finishing artwork and assessment
DT	Sew: Up-cycling fashion 1. Research Fast fashion and sustainable design. 2. Make with upcycling existing garments and an array of joining techniques 3. Evaluate with a fashion show	Enterprise: Christmas Fair (Y5) 1. Design fair stalls against a set criteria 2. Make using a glue guns and decoration 3. Evaluate through raising money at the Christmas Fair	Cook: Honey Cake 1. Introduction to the recipe 2. Make using mixing and baking 3. Taste and Evaluate	Make: Water Wall 1. Research water walls and pulleys and create prototypes 2. Make a water wall for Reception with recycled objects using, cutting, tying knots and sticking 3. Evaluate against criteria and existing products <i>(Links to Science: Forces/Art: Italian Renaissance)</i>	Cook: Mezze 1. Introduction to the recipe 2. Make using mixing and baking 3. Taste and Evaluate	Summer Fair (Year 6) 1. Design fair stalls against a set criteria 2. Make using a glue guns and decoration 3. Evaluate through raising money at the Christmas Fair
RE	Sikhism Lesson 1 Sikh symbols, practices and beliefs. Lesson 2 Reflection on an aspect or aspects of Sikh behaviour and commitment.	Christianity Lesson 1 The Christmas Story and different accounts thereof. Lesson 2 Reflection on the validity of the Christmas Story.	Hinduism Lesson 1 Hindu beliefs about Brahman and Hindu gods. Lesson 2 Reflection on Hindu beliefs about Brahman.	Christianity Lesson 1 Holy week Lesson 2 Reflection on whether Jesus's crucifixion was part of God's plan.	Sikhism Lesson 1 Sikh practices that demonstrate their commitment to God. Lesson 2 Reflection on the best way for Sikhs to show their commitment to God.	Christianity Lesson 1 The Ten Commandments and Christian practices demonstrating commitment to God. Lesson 2 Reflection on the values different practices and degrees of commitment .
Computing (year 6)	Computer systems and Networks 1. Searching the web 2. Selecting results 3. Ranking results 4. How results are influenced 5. How we communicate 6. Communicating responsibly	3D modelling 1. What is 3D modelling 2. Making changes 3. Rotation and Position 4. Making holes 5. Planning a model 6. Making a model	Programming A 1. Introducing variables 2. Variables in programming 3. Improving a game 4. Designing a game 5. Design to code 6. Improving and sharing	Web page creation 1. What makes a good website? 2. Lay out your webpage 3. Copyright or Copywrong 4. How does it look? 5. Follow the breadcrumbs 6. Think before you link	Spreadsheets 1. What is a spreadsheet? 2. Modifying spreadsheets 3. What's the formula? 4. Calculate and duplicate 5. Event planning 6. Presenting data	Programming B 1. The micro:bit 2. Go with flow 3. Sensing inputs 4. Finding your way 5. Designing a step counter 6. Making a step counter

PE	<p>Gym Unit 5: JUNIPER</p> <ol style="list-style-type: none"> 1. Perform symmetrical and asymmetrical balances 2. Develop straight, straddle and backward roll 3. Explore different methods of travelling, linking actions in both canon and synchronisation 4. Perform progressions of inverted movements 5. Explore matching and mirroring using actions both on the floor and on apparatus 6. Create a partner sequence using apparatus <p>Basketball: ALL</p> <ol style="list-style-type: none"> 1. Develop protective dribbling against an opponent 2. Move into space to support a teammate 3. Choose when to pass and when to dribble 4. Track an opponent and use defensive techniques to win the ball 5. Perform a set shot and a jump shot 6. Apply the rules and tactics to a tournament <p>Yoga: ALL</p> <ol style="list-style-type: none"> 1. Develop flexibility through the sun salutation 2. Develop strength through yoga flows 3. Create own flow showing quality, balance and technique 4. Develop balance 5. Work collaboratively to create a controlled paired yoga flow 6. Create own yoga flow that challenges technique, balance and control <p>Tag Rugby: OAK & ELDER</p> <ol style="list-style-type: none"> 1. Develop attacking principles, understanding when to run and when to pass 2. Use the 'forward pass' and 'offside' rules 3. Play games using tagging rules 4. Develop dodging skills to lose a defender 5. Develop drawing defence and understanding when to pass 6. Apply rules and tactics to a game <p>COJO unit Nellie Bly ALL</p>	<p>Year 5 – swimming from 22.1.25</p> <p>Dodgeball: OAK</p> <ol style="list-style-type: none"> 1. Recap the rules and apply to a game 2. Develop throwing at a moving target 3. Use jumps, dodges and ducks to avoid being hit 4. Develop catching to get an opponent out 5. Select and apply tactics in the game 6. Develop officiating skills and referee a dodgeball game <p>Tag Rugby: JUNIPER</p> <ol style="list-style-type: none"> 1. Develop attacking principles, understanding when to run and when to pass 2. Use the 'forward pass' and 'offside' rules 3. Play games using tagging rules 4. Develop dodging skills to lose a defender 5. Develop drawing defence and understanding when to pass 6. Apply rules and tactics to a game <p>Commando Joe's unit: Nancy Wake: ELDER</p> <p>Year 6 ?????</p>	<p>Athletics Unit ALL</p> <ol style="list-style-type: none"> 1. Apply different speeds over varying distances 2. Develop fluency and coordination when running for speed 3. Develop technique in relay changeovers 4. Develop technique and coordination in the triple jump 5. Develop throwing with force for longer distances 6. Develop throwing with greater control and technique <p>Volleyball: ALL</p> <ol style="list-style-type: none"> 1. Develop the fast catch volley 2. Volley the ball using a set shot 3. Develop the dig and understand when to use it 4. Keep continuous rally going over the net 5. Develop the underarm serve and learn the rules of serving 6. Apply the rules, skills and tactics to a game <p>Gym Unit 5: OAK & ELDER</p> <ol style="list-style-type: none"> 1. Perform symmetrical and asymmetrical balances 2. Develop straight, straddle and backward roll 3. Explore different methods of travelling, linking actions in both canon and synchronisation 4. Perform progressions of inverted movements 5. Explore matching and mirroring using actions both on the floor and on apparatus 6. Create a partner sequence using apparatus <p>Dodgeball: JUNIPER</p> <ol style="list-style-type: none"> 1. Recap the rules and apply to a game 2. Develop throwing at a moving target 3. Use jumps, dodges and ducks to avoid being hit 4. Develop catching to get an opponent out 5. Select and apply tactics in the game 6. Develop officiating skills and referee a dodgeball game <p>COJO ALL</p>	
PHSE/RSHE	<ol style="list-style-type: none"> 1. Transition/Go-givers: Rules 2. Go-givers: Your Amazing Brain: Becoming a Resilient Learner 3. Pastoral/Go-givers: Bereavement -Treasure Memories (Links with Growth stages) 4. Safeguarding/Go-givers – Internet Detectives (Online Safety) 5. Project Evolve – Yr 5 Health, well-being and lifestyle (Online safety) 6. Safeguarding/RSHE: Basic first aid 	<ol style="list-style-type: none"> 1. British/Go-givers: The Benefit System (<i>Linked to Workhouses and Victorian Reform</i>) 2. World-view/Go-givers: The Right to Education (Links to Victorian Reform) 3. World-view/Go-givers: The GAP Exposed: Child Labour 4. World-view/Go-givers: Strong Societies (Links with Australia) 5. World-view/Go-givers: Child Slavery: All for Profit 6. Project Evolve: Yr5 Online Reputation (online safety) 	<ol style="list-style-type: none"> 1. British/Educated Against Hate: Stereotyping (Links to Rise of Hitler) 2. Health/Go-givers: Understanding Cancer 3. British/Go-givers: Independence for Scotland 4. Environment/Go-givers: Climate Change (Links to Sustainable Development) 5. British/Go-givers – The Troubles in Northern Island (<i>Links to Scotland</i>) 6. Project Evolve: Yr5 Online Bullying (Online Safety) 	<ol style="list-style-type: none"> 1. World-view/Educate Against Hate: Refugees(Links with WWII) 2. Pastoral/Go-givers: Seeking a Refuge 3. British/Go-givers: Moral Values: When is Enough, Enough? (Links to WWII) 4. World View/Go-givers: The Food Shortage(WWII) 5. Safeguarding/RNLI – Cold Water Impact 6. Project Evolve: Yr5 Managing online information (Online Safety) <ol style="list-style-type: none"> 1. British/Go-givers: Rights and Responsibilities: Freedom (<i>Links to Bill of Rights and Central America</i>) 2. British/Parliament: The Creation of Parliament 3. British/Parliament: Magna Carta (Links to Human Right) 4. Project Evolve: Yr5 Self-image And identity (Online Safety) 5. RSHE: Families and people who care for me &Caring friendships 6. RSHE: Respectful relationships & Online relationships/ Internet safety and harms <ol style="list-style-type: none"> 1. British/School Out: Internalised Discrimination 2. Safeguarding/RSHE: Being safe 3. RSHE: Changing adolescent body (Yr5) , Sex and reproduction (Yr6) 4. Well-being/RSHE Mental wellbeing & Physical health and fitness 5. Safeguarding/RSHE: Drugs, alcohol and tobacco (Year 6) DART 6. Project Evolve: Yr5 Online Relationships (Online Safety)

Music	<p>1. Element of Music: Dynamics (soft, varied)</p> <p>2. Notation: Double bar line, bar and repeat signs</p> <p>3. Composition: Body percussion</p> <p>4. Listening and Appreciation: The Blaydon Races</p> <p>5. Performing and Singing: Food Glorious Food</p> <p>6. Instrument: Voice</p>	<p>1. Element of Music: Pitch (minor, major, contrasting), Dynamics (pedal vs drone)</p> <p>2. Notation: Stave, treble clef, beginning and end repetition</p> <p>3. Composition: Garage Band (C, D, E)</p> <p>4. Listening and Appreciation: Fantasia on Greensleeves</p> <p>5. Performing and Singing: Early One Morning</p> <p>6. Instrument: Ukulele</p>	<p>1. Element of Music: Tempo (fast, slow, varied, irregular meter)</p> <p>2. Notation: Moderately soft, middle C in treble clef, tied and dotted notes</p> <p>3. Composition: Garage Band (staff notation with lettering)</p> <p>4. Listening and Appreciation: Waltzing Matilda</p> <p>5. Performing and Singing: Scarborough Fair</p> <p>6. Instrument: Ukulele</p>	<p>1. Element of Music: Structure (sequence, ostinato/riff, verse-chorus-middle-eight)</p> <p>2. Notation: Sharps and Flats (D.C. and D.C. <i>al fine</i>)</p> <p>3. Composition: Garage Band (staff notation without lettering)</p> <p>4. Listening and Appreciation: Loch Lomond</p> <p>5. Performing and Singing: Hallelujah Chorus (Handel)</p> <p>6. Instrument: Ukulele</p>	<p>1. Element of Music: Texture (solo, round, partner, multiple)</p> <p>2. Notation: Time signature 4/4 = C, semi-quaver</p> <p>3. Composition: YuStudio (different elements)</p> <p>4. Listening and Appreciation: The Mountains of Mourne</p> <p>5. Performing and Singing: Auld Lang Syne</p> <p>6. Instrument: Ukulele</p>	<p>1. Element of Music: Timbre (vocal, instrumental)</p> <p>2. Notation: Diatonic scale</p> <p>3. Composition: YuStudio (recording of instrument)</p> <p>4. Listening and Appreciation: Skye Boat Song</p> <p>5. Performing and Singing: Performance of own composition</p> <p>6. Instrument: Ukulele (followed by own composition)</p>
--------------	---	---	--	---	--	---