

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
<b>Reading</b>	<b>Shared Text: Once</b> <b>Key Poem: Little Red Riding Hood</b> Focus Skill: Week 1- Vocab Week 2 - Inference Week 3 - Prediction Week 4 - Evaluation Week 5 - Retrieval Week 6 - Summarising	<b>Shared Text: Roof Toppers</b> <b>Key Poem: The Eagle</b> Focus Skill: Week 1- Vocab Week 2 - Inference Week 3 - Prediction Week 4 - Evaluation Week 5 - Retrieval Week 6 - Summarising	<b>Shared Text: The Hobbit</b> <b>Key Poem: The Listeners</b> Focus Skill: Week 1- Vocab Week 2 - Inference Week 3 - Prediction Week 4 - Evaluation Week 5 - Retrieval Week 6 - Summarising	<b>Shared Text: The Hobbit</b> <b>Picture: Barnabus Project</b> <b>Picture: Everest</b> Focus Skill: Week 1- Vocab Week 2 - Inference Week 3 - Prediction Week 4 - Evaluation Week 5 - Retrieval Week 6 - Summarising	<b>Shared Text: Escape Room</b> <b>Key Poem: IF</b> Focus Skill: Week 1- Vocab Week 2 - Inference Week 3 - Prediction Week 4 - Evaluation Week 5 - Retrieval Week 6 - Summarising	<b>Shared Text: Escape Room</b> <b>Picture: The Viewer</b> <b>Picture: Origin of Species</b> Focus Skill: Week 1- Vocab Week 2 - Inference Week 3 - Prediction Week 4 - Evaluation Week 5 - Retrieval Week 6 - Summarising			
<b>Writing</b>	<b>Week 1 –</b> Text: Entertain (Dream Jar) Stimulus: Brain wave <b>Week 2-4 –</b> Text: Inform (Diary) Stimulus: Once <b>Week 5-7 -</b> Text: Entertain (Narrative) Stimulus: Francis (LitShed)	<b>Week 1-3</b> Text: Inform (Biography) Stimulus: History <b>Week 4-5</b> Text: Entertain (Poem) Stimulus: The Eagle	<b>Week 1-3</b> Text: Entertain (Character/setting) Stimulus: The Hobbit <b>Week 4-5</b> Text: Inform (Report) Stimulus: Science learning <b>Week 6</b> Text: Persuade (balanced argument) Stimulus: Everest	<b>Week 1-2</b> Text: Persuade (balanced argument) Stimulus: Everest <b>Week 3-5</b> Text: Inform (Non-chron)o Stimulus: Barnabus Project	<b>Week 1-3</b> Text: Inform (Newspaper) Stimulus: History <b>Week 4-6</b> Text: Entertain (Dialogue) Stimulus: Escape room	<b>Week 1-3</b> Text: Persuade (Campaign) Stimulus: History <b>Week 4-6</b> Text: Entertain (Play review) Stimulus: Year 5 performance			
<b>Mathematics</b>	<b>Year 5</b> 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)	<b>Year 5/6</b> 1-3: Place Value 4-5: Add & Subtract 6-8: Multiply & Divide 9: Assessment 10-11: Multiply & Divide 12-15: Fractions	<b>Year 6</b> 1-3: Place Value 4-5: Add & Subtract 6-8: Multiply & Divide 9: Assessment 10-11: Multiply & Divide 12-14: Fractions 15: Decimals	<b>Year 5</b> 1-5: Fractions 6: Decimals 7: Assessment 8-9: Decimals 10: Percentage 11-12: Statistics	<b>Year 5/6</b> 1: Fractions 2-3: Decimals 4-5: Percentages 6: Algebra 7: Assessment 8: Ratio and Proportion 9: Measures (Volume, Area & Perimeter) 10: Geometry	<b>Year 6</b> 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	<b>Year 5</b> 1-3: Geometry (Position & Direction) 4-5: Measures (Conversions) 6: Assessment 7-8: Measure (Converting Units) 9-11: Geometry (Properties of Shape)	<b>Year 5/6</b> 1-2: Measures (Conversion & Time) 3-4: Geometry (Properties of Shape)	<b>Year 6</b> 1-2: Measures (Conversion & Time) 3-4: Geometry (Properties of Shape)
<b>History</b>	<b>The French Revolution</b> 1. Life in France before the Revolution 2. Louis XVI and Marie Antoinette 3. Napoleon 4. Battle of Trafalgar 5. Battle of Waterloo 6. Assessment	<b>The Early British Empire</b> 1. The British Empire 2. Global Trade 3. The Mughal Empire and the East India Company 4. The Seven Years War 5. What motivated Britain to Build an Empire? 6. Assessment	<b>The Transatlantic Slave Trade</b> 1. The Origins of the Transatlantic Slave Trade 2. The Atlantic Passage 3. Enslaved Africans: Treatment and Resistance 4. The Abolishment of Slavery 5. An Abolitionist: Thomas Clarkson 6. Assessment	<b>WWI</b> 1. The Causes of World War I 2. On land, at sea and in the air 3. Life on the Western Front 4. The Home Front 5. The Consequences of the War 6. Assessment	<b>Suffragettes</b> 1. Democracy in the 19th Century 2. The National Union of Women's Suffrage Societies 3. Emmeline Pankhurst and the WSPU 4. The Anti-Suffrage Campaign 5. World War I and the Representation of the People Act 6. Assessment				
<b>Geography</b>	<b>Spatial Sense</b> 1. Latitude and Longitude 2. The Arctic and Antarctic Circles 3. Time Zones 4. Map Projection 5. Maps of the World 6. Assessment	<b>East Anglia, Yorkshire and Midlands</b> 1. East Anglia – Physical Geography 2. East Anglia- Land Use 3. The Midlands – Settlements 4. Yorkshire and Humberside – Physical Geography 5. Yorkshire and Humberside – Human Geography 6. Assessment	<b>Africa</b> 1. The Continent of Africa 2. Past civilisations and empires – Mansa Musa 3. The Sahara Desert and Desertification 4. Food Security 5. Kenya 6. Assessment	<b>South American Geography</b> 1. An introduction to South America 2. Past civilisations and empires 3. The Andes Mountains and the Atacama Desert 4. Brazil (Agriculture and Industry) 5. The Amazon Rainforest 6. Assessment	<b>New Zealand and the South Pacific</b> 1. New Zealand and the South Pacific- location and physical geography 2. The history of New Zealand- The Māori 3. Earthquakes 4. Climate, biomes and animals 5. South Pacific Islands 6. Assessment	<b>Local study</b>			

Science	<b>Classification of Living Things</b> 1. Classifying organisms 2. Cells: Plant and Animal cells 3. Taxonomy 4. Vertebrates 5. Invertebrates 6. Assessment	<b>Electricity</b> 1. Simple Series Circuits 2. Voltage 3. Switches 4. Planning an Investigation 5. Investigation 6. Assessment	<b>Light</b> 1. How Light Travels 2. How We See 3. Shadows and Their Shapes 4. The Colour of Light 5. Making a Periscope 6. Assessment	<b>Reproduction</b> 1. Asexual reproduction 2. Sexual reproduction in non-flowering plants 3. Sexual reproduction in flowering plants 4. Reproduction in animals 5. Growth stages 6. Assessment	<b>Evolution</b> 1. Fossils and Mary Anning 2. Inheritance 3. Adaptation 4. Charles Darwin 5. Alfred Wallace 6. Assessment	<b>Investigation linked with evolution</b>
Art	<b>Art in the Italian Renaissance</b> 1. Introduction to Italian Renaissance Art – The School of Athens/ Vitruvian Man 2. Leonardo da Vinci – Anatomical drawings 3/4 Leonardo da Vinci – Painting Techniques 5. Michelangelo – The Sistine Chapel 6. Linear Perspective	<b>Renaissance Architecture and Sculpture</b> 1. Brunelleschi - Florence Cathedral 2. Ghiberti - The Gates of Paradise 3. Donatello – St George 4. Michelangelo as architect - St Peter's Basilica 5. Michelangelo as sculptor – The Pietà 6. Michelangelo's David - The influence of classical sculpture. Assessment	<b>Islamic Art and Architecture</b> 1. Introduction to Islamic art and architecture 2. Elements of Islamic art 3. Elements of Islamic architecture 4. The Alhambra 5. The Taj Mahal 6. The influence of Islamic art	<b>Art from Western Africa</b> 1. Introduction to Western African art— Malian Antelope Headdresses 2. Study of Malian Antelope Headdress 3. Benin Plaques 4. Benin Art—Cross cultural Trade and Influence 5. Debate about returning the Benin Plaques 6. Assessment and completion of cardboard reliefs	<b>Art in the 20th Century – Modernism and Beyond</b> 1. Investigating statues 2. Picasso and cubism 3. Abstract Art – Hepworth 4. The influence of world war two –Auerbach 5. Figuration and Abstraction – Freud and Bowling 6. Art and identity – Himid	<b>Take One Picture – National Gallery Extended project</b> 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	<b>Make: Cam Toys</b> 1. Research range of mechanical systems and generate ideas 2. Make using saw cutting and joining 3. Use and evaluate against a criteria	<b>Enterprise: Christmas Fair (Y5)</b> 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	<b>Make: Electrical Toys</b> 1. Research use of electrical circuits and create annotated designs. 2. Make a card with an electrical circuit 3. Use and evaluate against criteria.	<b>Sew: sew bags</b> 1. Research and develop ideas 2. Make through cutting, pinning, threading a needle, and stitching 3. Use and evaluate against a criteria		<b>Summer Fair (Year 6)</b> 1. Design fair stalls against a set criteria 2. Make using a glue guns and decoration 3. Evaluate through raising money at the Summer Fair
RE	<b>Islam</b> Lesson 1 The five pillars of Islam. Lesson 2 Reflection on the value of different ways of showing commitment by Muslims.	<b>Christianity</b> Lesson 1 Mary as Jesus' mother. Lesson 2 Reflection on the Virgin birth.	<b>Christianity</b> Lesson 1 Heaven and Eternity Lesson 2 Reflection on different beliefs about eternity	<b>Christianity</b> Lesson 1 Examples of the practise of Christianity today Lesson 2 Reflection on whether Christianity is still a strong religion.	<b>Islam</b> Lesson 1 Akhirah (the belief in life after death) Lesson 2 Reflection on how Akhirah effects how Muslims lead their lives.	<b>Islam</b> Lesson 1 Different Muslim interpretations of Jihad. Lesson 2 Reflection on different interpretations of Jihad and stereotyping of Muslims.
Computing	<b>Computer systems and Networks</b> 1. Systems 2. Computer systems and us 3. Transferring information 4. Working together 5. Better working together 6. Shared working	<b>Vector Drawing</b> 1. The drawing tools 2. Create a vector drawing 3. Being effective 4. Layers and objects 5. Manipulating objects 6. Get designing	<b>Programming A</b> 1. Connecting crumbles 2. Combining output devices 3. Controlling with conditions 4. Starting with selection 5. Drawing designs 6. Writing and testing algorithms	<b>Creating Media</b> 1. What is video? 2. Identifying devices 3. Using a device 4. Features of an effective video 5. Importing and editing video 6. Video evaluation	<b>Flat-file databases</b> 1. Creating a paper-based database 2. Computer database 3. Using a database 4. Using search tools 5. Comparing data visually 6. Databases in real life	<b>Programming B</b> 1. Exploring conditions 2. Selecting outcomes 3. Asking questions 4. Designing a quiz 5. Testing a quiz 6. Evaluating a quiz
Music	1. Element of Music: Timbre (vocal) 2. Notation: Double bar line, bar, repeat 3. Composition: Graphic notation using I Wanna Be Like You 4. Listening and Appreciation: I Wanna Be Like You 5. Performing and Singing: Bear Necessities	1. Element of Music: Pitch (minor, major) 2. Notation: Stave, treble clef, begin and end repeat 3. Composition: Rhythm grids using notation letters 4. Listening and Appreciation: Mozart and The Magic Flute	1. Element of Music: Rhythm (3/4 and 6/8) 2. Notation: Moderately soft, Middle C in treble clef, Tied and dotted notes 3. Composition: Staff notation with letters 4. Listening and Appreciation: British Grenadiers, Heart of Oak	1. Element of Music: Structure (Intro/Outro) 2. Notation: Sharps and Flats D.C. and D.C. <i>al fine</i> 3. Composition: Staff notation creating a rhythm 4. Listening and Appreciation: Four White Horses	1. Element of Music: Rhythm (syncopation) 2. Notation: Time signature 4/4 = C Semi-quaver 3. Composition: YuStudio using syncopation 4. Listening and Appreciation: Haydn Symphony No. 94 'Surprise'	1. Element of Music: Structure (exploring chord patterns)

	6. Instrument: Voice	5. Performing and Singing: Do, Re, Mi scale 6. Instrument: Ukulele	5. Performing and Singing: High, Lo, Chickalo 6. Instrument: Ukulele	5. Performing and Singing: Swing Low Sweet Chariot 6. Instrument: Ukulele	5. Performing and Singing: Rocky Mountain 6. Instrument: Ukulele	
PE	<p><b>Dance Unit 6:</b></p> <ol style="list-style-type: none"> <li>1.Copy and repeat a set phrase showing confidence in movements</li> <li>2.Working collaboratively with a partner to explore and develop the dance idea</li> <li>3.Use changes in level and speed when choreographing</li> <li>4.Copy and create actions using a prop as a dance stimulus</li> <li>5.Use choreographing devices to improve how the performance looks</li> <li>6.Select actions and dynamics to convey different characters</li> </ol> <p><b>Football:</b></p> <ol style="list-style-type: none"> <li>1.Dribbling under pressure</li> <li>2.Pass the ball accurately to help maintain possession</li> <li>3.Use different turns to keep the ball away from defenders</li> <li>4.Develop defending skills to gain possession</li> <li>5.Develop goalkeeping skills to stop the opposition from scoring</li> <li>6.Apply the rules and tactics to a game of football</li> </ol> <p><b>Fitness:</b></p> <ol style="list-style-type: none"> <li>1.Develop awareness of what the body is capable of</li> <li>2.Develop speed and stamina</li> <li>3.Develop strength using own body weight</li> <li>4.Develop coordination through skipping</li> <li>5.Perform actions that develop agility</li> <li>6.Develop control whilst balancing</li> </ol> <p><b>Tag Rugby:</b></p> <ol style="list-style-type: none"> <li>1.Develop attacking principles, understanding when to run and when to pass</li> <li>2.Use the 'forward pass' and 'offside' rules</li> <li>3.Play games using tagging rules</li> <li>4.Develop dodging skills to lose a defender</li> <li>5.Develop drawing defence and understanding when to pass</li> <li>6.Apply rules and tactics to a game</li> </ol> <p><b>Hockey:</b></p> <ol style="list-style-type: none"> <li>1.Dribbling to beat a defender</li> <li>2.Develop sending the ball using a push pass</li> <li>3.Develop receiving the ball with control</li> <li>4.Move into space to support a teammate</li> <li>5.Develop using an open stick (block) tackle and jab to gain possession</li> <li>6.Apply the rules and skills in a hockey tournament</li> </ol> <p><b>Badminton:</b></p> <ol style="list-style-type: none"> <li>1.Develop footwork and the forehand and backhand grip</li> <li>2.Develop backhand serve over the net and develop a rally using overhead forehand clear</li> <li>3.Develop the forehand serve over a net</li> <li>4.Learn how to score and play in competitive games</li> <li>5.Develop the backhand clear and apply this to a game</li> <li>6&gt;Show respect, honesty and fair play</li> </ol>	<p><b>Cricket:</b></p> <ol style="list-style-type: none"> <li>1.Develop throwing and catching accuracy</li> <li>2.Develop batting accuracy and directional batting</li> <li>3.Develop catching skills (close/deep catching and wicket keeping)</li> <li>4.Develop overarm bowling technique and accuracy</li> <li>5.Develop a variety of fielding techniques and use them within a game</li> <li>6.Develop long and short barrier and apply them to a game situation</li> </ol> <p><b>Gymnastics Unit 6:</b></p> <ol style="list-style-type: none"> <li>1.Develop straddle, forward and backward roll</li> <li>2.Develop counter balance and counter tension</li> <li>3.Perform inverted movements with control</li> <li>4.Perform the progressions of a headstand and a cartwheel</li> <li>5.Use flight from hands to travel over apparatus</li> <li>6.Create a group sequence using formation and apparatus</li> </ol> <p><b>Netball:</b></p> <ol style="list-style-type: none"> <li>1.Develop passing and moving</li> <li>2.Use attacking principle of creating and using space</li> <li>3.Change direction and lose a defender</li> <li>4.Defend ball side and know when to go for interceptions</li> <li>5.Develop shooting action</li> <li>6.Use and apply skills and tactics to small-sided games</li> </ol> <p><b>Dance Unit 5:</b></p> <ol style="list-style-type: none"> <li>1.Create a dance using a random structure and perform the actions showing quality and control</li> <li>2.Understand how changing the dynamics of an action changes the appearance of the performance</li> <li>3.Use relationships and space to change how a performance looks</li> <li>4.Work with a group to create poses and link them together using transitions</li> <li>5.Use choreographing devices when working as a group</li> <li>6.Copy and repeat movements in the style of Rock n Roll</li> </ol> <p><b>Handball:</b></p> <ol style="list-style-type: none"> <li>1.Develop a variety of passes and know when to use each to help maintain possession</li> <li>2.Use stepping, dribbling and passing skills to create space, move towards goal and away from defenders</li> <li>3.Use defending skills to stop an opponent from scoring</li> <li>4.Select and apply the appropriate skills to score goals</li> <li>5.Use defensive skills to gain possession</li> <li>6.Maintain possession under pressure</li> </ol>	<p><b>Rounders:</b></p> <ol style="list-style-type: none"> <li>1.Developing bowling action and understand the role of a bowler</li> <li>2.Develop batting technique</li> <li>3.Make decisions about where and when to send the ball to stump a batter out</li> <li>4.Develop a variety of fielding techniques and when to use them in a game</li> <li>5.Develop long and short barriers in fielding and know when to use them</li> <li>6.Apply the rules and skills to a tournament</li> </ol> <p><b>Tennis Unit 6:</b></p> <ol style="list-style-type: none"> <li>1.Develop forehand groundstroke</li> <li>2.Return the ball using a backhand groundstroke</li> <li>3 &amp; 4. Develop the volley when to use it in a game situation</li> <li>5.Develop accuracy on the underarm serve and learn to use the official scoring system</li> <li>6.Work cooperatively and employ tactics to outwit an opponent.</li> </ol> <p><b>Athletics Unit 6:</b></p> <ol style="list-style-type: none"> <li>1.Work collaboratively with a partner to set a steady pace</li> <li>2.Develop own and others sprinting technique</li> <li>3.Develop power, control and technique for the triple jump</li> <li>4.Develop power, control and technique when throwing for distance</li> <li>5.Develop throwing with force and accuracy for longer distances</li> <li>6.Work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</li> </ol> <p><b>Tennis:</b></p> <ol style="list-style-type: none"> <li>1.Develop returning the ball using a forehand groundstroke</li> <li>2.Develop returning the ball using a backhand groundstroke</li> <li>3.Work cooperatively with a partner to keep a continuous rally</li> <li>4.Develop underarm serve and understand the rules of serving</li> <li>5.Develop the volley and understand when to use it</li> <li>6.Use a variety of strokes to outwit an opponent</li> </ol>			
PHSE/RSHE	<ol style="list-style-type: none"> <li>1. <b>Safeguarding/Go-givers:</b> Rules</li> <li>2. <b>Safeguarding/Go-givers:</b> Your Amazing Brain: Becoming a Resilient Learner</li> <li>3. <b>Safeguarding/Go-givers:</b> Microorganisms (<i>Links to Classification</i>)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Safeguarding/Go-givers:</b> Disaster: Quake</li> <li>2. <b>Safeguarding/RNLI:</b> Grace Darling</li> <li>3. <b>Safeguarding/RNLI:</b> History of Boats &amp; How Risky is this?</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>World-view/Go-givers –</b> How Should we Farm?</li> <li>2. <b>SRE/Schools Out:</b> Keith Haring Art (<i>Links with Art &amp; LGBT Month Feb</i>)</li> <li>3. <b>British/Go-givers:</b> Righting Wrongs - Discriminating against gay people</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>British/Educate Against Hate:</b> Liverpool (<i>Links to Merseyside and Slavery</i>)</li> <li>2. <b>World-view/Go-givers:</b> Nelson Mandela (<i>Links to Slavery &amp; Martin Luther King</i>)</li> <li>3. <b>Pastoral/Go-givers:</b> Martin Luther King (<i>Links</i>)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>British/Parliament:</b> WW1 and Parliament</li> <li>2. <b>British/Go-givers:</b> Tax Part 1-3</li> <li>3. <b>British/Go-givers:</b> Individual Liberty</li> <li>4. <b>Project Evolve:</b> Yr6 Self-image and identity (<i>Online Safety</i>)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>British/Parliament:</b> Suffragettes</li> <li>2. <b>RSHE:</b> Being safe</li> <li>3. <b>RSHE:</b> Changing adolescent body (Yr5) , Sex and reproduction (Yr6)</li> <li>4. <b>RSHE:</b> Mental wellbeing &amp; Physical health and fitness</li> </ol>

	<p>4. <b>World-view/Go-givers:</b> Mary Seacole and Florence Nightingale: Pioneering Nurses (<i>Links to Microorganism and hygiene</i>)</p> <p>5. <b>British/Go-givers:</b> Scapegoat (Islamic beliefs)</p> <p>6. <b>Project Evolve:</b> Yr6 Health, well-being and lifestyle (Online safety)</p> <p>7. <b>Safeguarding/RSHE:</b> Basic first aid</p>	<p>4. <b>British/Educate Against Hate – Global Community (Links to Disaster)</b></p> <p>5. <b>Safeguarding/Go-givers:</b> Tsunami</p> <p>6. <b>RSHE Y&amp;T Y5 Less 15</b> Immunisations and Vaccinations</p> <p>7. <b>Project Evolve:</b> Yr6 Online Reputation (online safety)</p>	<p>4. <b>World-view/Go-givers:</b> The Immigration Debate (<i>Links to British Empire</i>)</p> <p>5. <b>Safeguarding/Go-givers:</b> (Year 5) Drugs, Alcohol and the Law (links with the BE)</p> <p>6. <b>Project Evolve:</b> Yr6 Online Bullying (Online Safety)</p>	<p>with Nelson Mandela and Slavery</p> <p>4. <b>SRE/School Out:</b> If we must die (LGBT Month: Links to Slavery &amp; Martin Luther King)</p> <p>5. <b>World-view/Go-givers:</b> Mali</p> <p>6. <b>World-view/Go-givers:</b> Water: Our Most Precious Resource(links to Africa)</p> <p>7. <b>Project Evolve:</b> Yr6 Managing online information (Online Safety)</p>	<p>5. <b>RSHE:</b> Families and people who care for me &amp;Caring friendships</p> <p>6. <b>RSHE:</b> Respectful relationships &amp; Online relationships/ Internet safety and harms</p>	<p>5. <b>RSHE:</b> Drugs, alcohol and tobacco (<b>Year 6</b>) DART</p> <p>6. <b>Project Evolve:</b> Yr6 Online Relationships (Online Safety)</p>
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