

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		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 - Explanation 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: Francis (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) Stimulus: History learning		Week 1 Text: Inform/Entertain (Newspaper) 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: Shakleton’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 8-12: Year 5 follow Year 5 POS Year 6 follow Year 6 POS	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	
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	The Human Body 1. Gestation and Infancy 2. Adolescence and Puberty 3. Slowing Down 4. Growth in Humans and Animals		Materials 1. Properties of materials 2. Which material is best?	Living Things 1. Life Cycles of Plants and Animals in our Local Area 2. Reproduction in Plants		Forces 1. Forces Including Gravity 2. Air Resistance, Water Resistance and Friction		Astronomy 1. The Big Bang and the expanding universe 2. Gravity 3. Our Solar System		The Human Body (Circulatory system) 1. The Heart: Circulation of the Blood 2. Blood Vessels and Transport 3. Blood Pressure and Heart Rate	

	5. Preparation for Assessment (research and scientific drawing) 6. Assessment	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	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	3/4. Guided Investigation: Paper Drop 5. Pulleys, Gears and Levers 6. Assessment	4. The Moon 5. Our Galactic neighbourhood 6. Assessment	4. Heart Rate- an Investigation 5. Heart Rate– an Investigation continued 6. Assessment 7. Optional extra lesson: components of blood
<b>Art</b>	<b>Impressionism/Post-impressionism</b> 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	<b>Victorian Art and Architecture</b> 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	<b>Print Making</b> 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 – drypoint and etching 6. Assessment	<b>Chinese Painting and Ceramics</b> 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	<b>William Morris</b> 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 6. Assessment	<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
<b>DT</b>	<b>Sew: Up-cycling fashion</b> 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	<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>Cook: Honey Cake</b> 1. Introduction to the recipe 2. Make using mixing and baking 3. Taste and Evaluate	<b>Make: Water Wall</b> 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 (Links to Science: Forces/Art: Italian Renaissance)	<b>Cook: Mezze</b> 1. Introduction to the recipe 2. Make using mixing and baking 3. Taste and Evaluate	<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 Christmas Fair
<b>RE</b>	<b>Sikhism</b> Lesson 1 Sikh symbols, practices and beliefs. Lesson 2 Reflection on an aspect or aspects of Sikh behaviour and commitment.	<b>Christianity</b> Lesson 1 The Christmas Story and different accounts thereof. Lesson 2 Reflection on the validity of the Christmas Story.	<b>Hinduism</b> Lesson 1 Hindu beliefs about Brahman and Hindu gods. Lesson 2 Reflection on Hindu beliefs about Brahman.	<b>Christianity</b> Lesson 1 Holy week Lesson 2 Reflection on whether Jesus’s crucifixion was part of God’s plan.	<b>Sikhism</b> 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.	<b>Christianity</b> Lesson 1 The Ten Commandments and Christian practices demonstrating commitment to God. Lesson 2 Reflection on the values different practices and degrees of commitment .
<b>Computing (year 6)</b>	<b>Computer systems and Networks</b> 1. Searching the web 2. Selecting results 3. Ranking results 4. How results are influenced 5. How we communicate 6. Communicating responsibly	<b>3D modelling</b> 1. What is 3D modelling 2. Making changes 3. Rotation and Position 4. Making holes 5. Planning a model 6. Making a model	<b>Programming A</b> 1. Introducing variables 2. Variables in programming 3. Improving a game 4. Designing a game 5. Design to code 6. Improving and sharing	<b>Web page creation</b> 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	<b>Spreadsheets</b> 1. What is a spreadsheet? 2. Modifying spreadsheets 3. What’s the formula? 4. Calculate and duplicate 5. Event planning 6. Presenting data	<b>Programming B</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><b>Dance Unit 5:</b></p> <p>1. Create a dance using a random structure and perform the actions showing quality and control</p> <p>2. Understand how changing the dynamics of an action changes the appearance of the performance</p> <p>3.Use relationships and space to change how a performance looks</p> <p>4.Work with a group to create poses and link then together using transitions</p> <p>5.Use choreographing devices when working as a group</p> <p>6.Copy and repeat movements in the style of Rock n Roll</p> <p><b>Dodgeball:</b></p> <p>1.Recap the rules and apply to a game</p> <p>2.Develop throwing at a moving target</p> <p>3.Use jumps, dodges and ducks to avoid being hit</p> <p>4.Develop catching to get an opponent out</p> <p>5.Select and apply tactics in the game</p> <p>6.Develop officiating skills and referee a dodgeball game</p> <p><b>Hockey:</b></p> <p>1.Dribbling to beat a defender</p> <p>2.Develop sending the ball using a push pass</p> <p>3.Develop receiving the ball with control</p> <p>4.Move into space to support a teammate</p> <p>5.Develop using an open stick (block) tackle and jab to gain possession</p> <p>6.Apply the rules and skills in a hockey tournament</p> <p><b>Badminton:</b></p> <p>1.Develop footwork and the forehand and backhand grip</p> <p>2.Develop backhand serve over the net and develop a rally using overhead forehand clear</p> <p>3.Develop the forehand serve over a net</p> <p>4.Learn how to score and play in competitive games</p> <p>5.Develop the backhand clear and apply this to a game</p> <p>6.Show respect, honesty and fair play</p>										
	<p><b>Basketball:</b></p> <p>1.Develop protective dribbling against an opponent</p> <p>2.Move into space to support a teammate</p> <p>3.Choose when to pass and when to dribble</p> <p>4.Track an opponent and use defensive techniques to win the ball</p> <p>5.Perform a set shot and a jump shot</p> <p>6.Apply the rules and tactics to a tournament</p> <p><b>Gym Unit 5:</b></p> <p>1.Perform symmetrical and asymmetrical balances</p> <p>2.Develop straight, straddle and backward roll</p> <p>3.Explore different methods of travelling, linking actions in both canon and synchronisation</p> <p>4.Perform progressions of inverted movements</p> <p>5.Explore matching and mirroring using actions both on the floor and on apparatus</p> <p>6.Create a partner sequence using apparatus</p> <p><b>Golf:</b></p> <p>1.Develop putting technique and accuracy</p> <p>2.Develop the technique for chipping</p> <p>3.Develop technique for short game</p> <p>4.Develop technique for long game</p> <p>5.Select the appropriate shot for the situation</p> <p>6.Design a course and select the appropriate shot for the situation</p>										
PHSE/RSHE	<p><b>Athletics Unit 5:</b></p> <p>1.Apply different speeds over varying distances</p> <p>2.Develop fluency and coordination when running for speed</p> <p>3.Develop technique in relay changeovers</p> <p>4.Develop technique and coordination in the triple jump</p> <p>5.Develop throwing with force for longer distances</p> <p>6.Develop throwing with greater control and technique</p> <p><b>OAA:</b></p> <p>1.Build communication and trust whilst showing awareness of safety</p> <p>2.Work as a team to solve problems, sharing ideas and collaborating with one another</p> <p>3.Develop tactical planning and problem solving</p> <p>4.Share ideas and work as a team to solve problems</p> <p>5.Develop navigational skills and map reading</p> <p>6.Use a key to identify objects and locations</p> <p><b>Tennis:</b></p> <p>1.Develop returning the ball using a forehand groundstroke</p> <p>2.Develop returning the ball using a backhand groundstroke</p> <p>3.Work cooperatively with a partner to keep a continuous rally</p> <p>4.Develop underarm serve and understand the rules of serving</p> <p>5.Develop the volley and understand when to use it</p> <p>6.Use a variety of strokes to outwit an opponent</p> <p><b>Handball:</b></p> <p>1.Develop a variety of passes and know when to use each to help maintain possession</p> <p>2.Use stepping, dribbling and passing skills to create space, move towards goal and away from defenders</p> <p>3.Use defending skills to stop an opponent from scoring</p> <p>4.Select and apply the appropriate skills to score goals</p> <p>5. Use defensive skills to gain possession</p> <p>6.Maintain possession under pressure</p>										
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<b>Music</b>	1. Element of Music: Dynamics (soft, varied)	1. Element of Music: Pitch (minor, major, contrasting), Dynamics (pedal vs drone)	1. Element of Music: Tempo (fast, slow, varied, irregular meter)	1. Element of Music: Structure (sequence, ostinato/riff, verse-chorus-middle-eight)	1. Element of Music: Texture (solo, round, partner, multiple)	1. Element of Music: Timbre (vocal, instrumental)
	2. Notation: Double bar line, bar and repeat signs	2. Notation: Stave, treble clef, beginning and end repetition	2. Notation: Moderately soft, middle C in treble clef, tied and dotted notes	2. Notation: Sharps and Flats (D.C. and D.C. <i>al fine</i> )	2. Notation: Time signature 4/4 = C, semi-quaver	2. Notation: Diatonic scale
	3. Composition: Body percussion	3. Composition: Garage Band (C, D, E)	3. Composition: Garage Band (staff notation with lettering)	3. Composition: Garage Band (staff notation without lettering)	3. Composition: YuStudio (different elements)	3. Composition: YuStudio (recording of instrument)
	4. Listening and Appreciation: The Blaydon Races	4. Listening and Appreciation: Fantasia on Greensleeves	4. Listening and Appreciation: Waltzing Matilda	4. Listening and Appreciation: Loch Lomond	4. Listening and Appreciation: The Mountains of Mourne	4. Listening and Appreciation: Skye Boat Song
	5. Performing and Singing: Food Glorious Food	5. Performing and Singing: Early One Morning	5. Performing and Singing: Scarborough Fair	5. Performing and Singing: Hallelujah Chorus (Handel)	5. Performing and Singing: Auld Lang Syne	5. Performing and Singing: Performance of own composition
	6. Instrument: Voice	6. Instrument: Ukulele	6. Instrument: Ukulele	6. Instrument: Ukulele	6. Instrument: Ukulele	6. Instrument: Ukulele (followed by own composition)