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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Term | English | Maths | Science | History | Geography | Art | DT | Music | P.E | R.E | French | ICT | PSCHE |
| Autumn Term  The Early Islamic Civilisation | **Fiction**  Folk tales (Tales of Arabian Nights): Ali Baba and the forty thieves  Arabian nights  **Non-fiction**  Discussion/speech | Place value  Addition and subtraction  Statistics | Working scientifically | The achievements of the earliest civilizations – Baghdad  Human geography- trade links | | Symmetrical designs and clay tiles | Re-create the Round City | Unit: Livin’ On a Prayer (Charanga) | Tag Rugby/ Swimming | God | Numbers to 50  Places in town | Multimedia | Health and Wellbeing |
| **Fiction**  Stories from another culture  **Non-fiction**  Letters from refugees writing to family | Multiplication and division  Perimeter and area | Living things and their habitats- NOTIFY PARENTS | Refugees, immigration.  Modern day slavery  Modern day achievements- Malala | | Arabic calligraphy art work | Textiles: item to trade just as would have been done on the Silk Road | Unit: Jazz Music Genre Study | Handball/Swimming | Creation  /Fall | Directions(asking /giving)  Xmas songs | Handling Data | Living in the wider world |
| Spring 1  Water | **Fiction**  Song of the Dolphin Boy  **Non- fiction**  Comparative no-chronological report | Multiplication and division  Fractions | Properties and change of materials | Rivers Lakes Oceans Seas  Flooding  Local area- flooding impact  Environmental effects on sea creatures | | Art work inspired by rivers and waterways, inc.  felt making and  silk painting | 3D model | Unit: Classroom Jazz (Glockenspiel) **(Charanga)** | Dance/ Swimming | Other faiths | Hobbies/Sports  Rhymes/Poems | Programming | Relationships |
| Spring 2  **Interesting Things in Politics since 1066** | **Non-fiction**  Persuasive advertisements  **Fiction**  Playscripts | Fractions  Decimals  Percentages | Earth and space | Houses of Parliament/House of Lords-laws/rights **Post 1066 Politics**  Robert Walpole Suffragettes  Martin Luther King/American independence day  Margaret Thatcher Brexit | | Portraits of  political figures |  | Unit: Mozart: Composer Study | Gymnastics / Swimming | People of God | Future tense: weather/ forecast | Technology in our lives | Health and Wellbeing |
| Sum 1/2  **The Industrial Revolution** | **Fiction**  A picture book  **Non-fiction**  Information leaflet | Decimals  Shape | Forces | Local study **– Bradford (city centre)**  Geographical skills and fieldwork.  Changes in Bradford since Industrial Revolution | | Sketches of locations in Bradford/buildings/factories/mills | Design & construct a moveable vehicle | The Fresh Prince of Bel Air **(Charanga)** | Outdoor & adventurous/ Athletics | Other faiths | Opinions/ conversations | E-safety | Health and Wellbeing |
| **Stories by a significant author /Historical Fiction**  Hetty Feather  Dilemma story | Geometry- position and direction  Measurement- converting units  Volume | Animals including humans NOTIFY PARENTS | The work of LS Lowry | Cooking and nutrition – a healthy meal for a worker. | Unit: Voice | Tennis and Rounders | Salvation | Revision of fruit  Breakfast items | Overview | Living in the wider world |

**Maths**

Place Value

Addition and Subtraction

Statistics

**Science: Working Scientifically**

During years 5 and 6, pupils should be taught to use the following practical scientific

methods, processes and skills through the teaching of the programme of study content:

* planning different types of scientific enquiries to answer questions, including

recognising and controlling variables where necessary

* taking measurements, using a range of scientific equipment, with increasing

accuracy and precision, taking repeat readings when appropriate

* recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

using test results to make predictions to set up further comparative and fair tests

* reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
* identifying scientific evidence that has been used to support or refute ideas or arguments

**English (See APL learning journey)**

**Core Text: Tales of Arabian Nights: Ali Baba and the Forty Theives, Sinbad the Sailor**

***Supplement texts for use in whole curriculum:***

***DK Find Out Website***

**Fiction**

Folk tales (Tales of Arabian Nights): Ali Baba and the forty thieves

Arabian nights

**Non-fiction**

Discussion/speech

**Autumn 1**

**French**

See French LTP (in subject LTP folder)

**History/Geography**

a non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad

Along the Silk Road - locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

human geography, including: trade links (Silk Road)



**PE**

* use running, jumping, throwing and catching in isolation and in combination
* +swimming objectives taught by qualified swimming instructor

**The Early Islamic Empire**

**DT**

**Design**

* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**

* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

* apply their understanding of how to strengthen, stiffen and reinforce more complex structures

understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

**Music -** Unit: Livin’ On a Prayer (Charanga)

Play and perform in solo and ensemble contexts, using their voices

Listen with attention to detail and recall sounds with increasing aural memory

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.

**PSHE**

**Health and Well-being**

**What makes up our identity?**

* Identity
* Personal attributes and qualities
* Similarities and differences
* Individuality
* Stereotypes

**RE : Understanding Christianity Resources**

**God**

Big Question: What does it mean if God is holy and loving?

**Art** Improve their mastery of art and design techniques, including drawing, painting and sculpture. (clay)

**Computing: Multimedia** I can use text, photo, sound  and video editing tools to  refine my work.  I can use the skills I have  already developed to create  content using unfamiliar  technology.  I can select, use and  combine the appropriate  technoloy tools to create  effects that will have an  impact on others.   I can select an appropriate  online or offline tool to  create and share ideas.  I can review and improve  my work and support others  to improve their work.

**Science: Living Things and Their Habitats**

* 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
* study and raise questions about their local environment
* observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment
* find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall
* find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals (non-statutory- must notify parents)
* observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences

\*Check national curriculum for other non-statutory guidance\*

**English (See APL learning journey)**

**Core Text: Malala**

**Fiction**

Stories from another culture

**Non-fiction**

Letters from refugees writing to family

**Autumn 2**

**Maths**

Multiplication and division

Perimeter and area

**History/Geography**

* a non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad
* early Islamic achievements and how this has progressed
* human geography, including: types of settlement and land use (refugees and immigration)

**Art I**mprove their mastery of art and design techniques, including drawing, painting- collage.

**French**

See French LTP (in subject LTP folder)

**DT**

**Design**

* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**

* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

* apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]



**PE**

* play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
* +swimming objectives taught by qualified swimming instructor

**The Early Islamic Empire**

**Music -** Unit: Jazz Music Genre Study

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Develop an understanding of the history of music.

**PSHE**

**Living in the Wider World**

**What decisions can people make with money?**

* Money
* Making decisions
* Spending and saving

**RE : Understanding Christianity Resources**

**Creation/Fall**

Big Question: Creation and Science: Conflicting or Complimentary?

**Computing: Handling Data**

I can use a spreadsheet and  database to collect and  record data.  I can choose an appropriate  tool to help me collect data.  I can present data in an  appropriate way.  I can search a database  using different operators to  refine my search.  I can talk about mistakes in  data and suggest how it  could be checked.

**Maths**

Multiplication and division

Fractions

**Science: Properties and Change of Materials**

* 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
* 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

* give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
* 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

\*Please see non statutory guidance on national curriculum to supplement\*

**Spring 1**

**English (See APL learning journey)**

**Core Text: Song of the Dolphin Boy**

***Supplement texts for use in whole curriculum: What a Waste***

**Fiction**

Song of the Dolphin Boy

**Non- fiction**

Comparative no-chronological report

**French**

See French LTP (in subject LTP folder)

**History/Geography**

* locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions: locations of bodies of water
* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
* a local history study – how the floods have effected local areas



**DT**

**Design**

* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**

* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

* apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

**PE**

* +swimming objectives taught by qualified swimming instructor
* perform dances using a range of movement patterns

**A World of Water**

**Art**

Get inspiration from great artists/designers

Improve their mastery of art and design techniques, including drawing and painting with textiles (felt and silk).

**RE : Understanding Christianity Resources**

Other Faiths

Big Question: What does it mean for a Muslim to follow God?

**Music -** Unit: Classroom Jazz (Glockenspiel) (Charanga)

Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Use and understand staff and other musical notations

**PSHE**

**Relationships**

**How can friends communicate safely?**

* Friendships
* Relationships
* Becoming independent
* Online safety

**Computing: Programming**

I can decompose a problem  into smaller parts to design  an algorithm for a specific  outcome and use this to  write a program.  I can refine a procedure  using repeat commands to  improve a program.  I can use a variable to increase programming  possibilities.  I can change an input to a  program to achieve a  different output.  I can use ‘if’ and ‘then’  commands to select an  action.  I can talk about how a  computer model can  provide information about a  physical system.  I can use logical reasoning to  detect and debug mistakes  in a program.  I use logical thinking,  imagination and creativity  to extend a program.

**Science: Earth and Space**

* 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
* introduce a model of the Sun and Earth that enables pupils to explain day and night
* learn that the Sun is a star at the centre of our solar system and that it has eight planets
* understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones)
* find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus
* work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks

**Spring 2**

**English (See APL learning journey)**

**Core Text: The Accidental Prime Minister**

**Non-fiction**

Persuasive advertisements

**Fiction**

Playscripts

**Maths**

Fractions

Decimals

Percentages

**History/Geography**

* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: theme = politics
* a non-European society that provides contrasts with British history = politics in America comparison
* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time – London

**French**

See French LTP (in subject LTP folder)

**Interesting things in Politics since 1066**

**DT**

**Design**

* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**

* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
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**Evaluate**

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

* apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

**PE**

* swimming objectives taught by qualified swimming instructor
* develop flexibility, strength, technique, control and balance

**Music -** Unit: Mozart: Composer Study

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.

**Art Felt making and silk painting (textiles)**

Get inspiration from great artists/designers

Improve their mastery of art and design techniques, including drawing and painting with textiles (felt and silk).

**PSHE**

**Health and Well-being**

**How will we grow and change?**

* Growing and changing
* Puberty

**RE : Understanding Christianity Resources**

People of God

Big Question: How can following God bring freedom and justice?

**Computing: Technology in our Lives**

I can describe different parts  of the internet.  I can use different online  communication tools for  different purposes.  I can use a search engine to  find appropriate  information and check its  reliability.  I can recognise and evaluate  different types of  information I find on the  World Wide Web.  I can describe the different  parts of a webpage.  I can find out who the  information on a webpage  belongs to.

**Science: Forces**

* 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
* explore falling objects and raise questions about the effects of air resistance
* explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall
* experience forces that make things begin to move, get faster or slow down
* explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel
* explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation
* Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.

**English (See APL learning journey)**

**Core Text: TBC**

**Fiction**

A picture book

**Non-fiction**

Information leaflet

**Summer 1**

**Maths**

Decimals

Shape

**History/Geography**

* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066: The Industrial Revolution
* use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies = Bradford
* Geographical and historical comparison then and now in our locality- Bradford
* human geography, including: types of settlement and land use, economic activity including trade links



**DT**

**Design**

* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

**Make**

* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
* select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

**Evaluate**

* investigate and analyse a range of existing products
* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world

**Technical knowledge**

* apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

**The Industrial Revolution**

**French** See French LTP (in subject LTP folder)

**PE**

* develop flexibility, strength, technique, control and balance
* take part in outdoor and adventurous activity challenges both individually and within a team

**Music -** Unit: The Fresh Prince of Bel Air (Charanga)

Play and perform in solo and ensemble contexts, using their voices

Listen with attention to detail and recall sounds with increasing aural memory

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.

**PSHE**

**Health and Well Being**

**How can drugs common to everyday life effect well-being?**

* Drugs
* Alcohol
* Tobacco
* Healthy habits

**RE : Understanding Christianity Resources**

Other Faiths

Big Question: How do religions help people live through good times and bad times?

What will make our city/town/village a more respectful place?

**Art** Improve their mastery of art and design techniques, including drawing and painting.

**Computing: E-Safety**

I protect my password and  other personal information.  I can explain why I need to  protect myself and my  friends and the best ways to  do this, including reporting  concerns to an adult. I know  that anything I post online  can be seen, used and may  affect others. I can talk  about the dangers of  spending too long online or  playing a game.  I can explain the importance  of communicating kindly  and respectfully.  I can discuss the importance  of choosing an age appropriate website or  game .I can explain why I  need to protect my  computer or device from  harm.  I know which resources on  the internet I can download  and use.

**Science: Animals including Humans (life journeys) \*NOTIFY PARENTS\***

* describe the changes as humans develop to old age
* **Notes and guidance (non-statutory)** Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

**Summer 2**

**English (See APL learning journey)**

**Core Text: Hetty Feather by Jacqueline Wilson**

**Stories by a significant author /Historical Fiction**

Hetty Feather

Dilemma story

**Maths**

Statistics

Multiplication and division

Perimeter

Area

**History/Geography**

* As above (Summer 1)



**French**

See French LTP (in subject LTP folder)

**Music -** Unit: Voice

**The Industrial Revolution**

**PE**

* use running, jumping, throwing and catching in isolation and in combination
* play competitive games, modified where appropriateand apply basic
* principles suitable for attacking and defending

**DT**

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now

and in later life.

Pupils should be taught to:

* understand and apply the principles of a healthy and varied diet
* prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
* understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

**PSHE**

**Living in the Wider World**

**What jobs would we like?**

* Careers
* Aspirations
* Role models
* The future

**RE : Understanding Christianity Resources**

Salvation

Big Question: What did Jesus do to save human beings?

**Art** Improve their mastery of art and design techniques, including drawing, painting and sculpture. (clay)

**Computing: Overview**