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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Term  | English | Maths  | Science | History | Geography | Art  | DT | Music  | P.E | R.E  | French  | ICT | PSHE |
| Autumn 1**Brave Britain** | Non-fiction Diaries Non-FictionJournalistic writing Formal impersonal writing  | Number- Place Value Number- Addition, Subtraction, Multiplication and Division  | Evolution and Inheritance | Post 1066 Study World WarsHistorical enquiry Locate countries and UK in relation to war Locational knowledge. Key topographical features changing over time- coasts and erosion- coasts and their uses in the war | Art work inspired by Paul Nash | Cooking and NutritionEating habits, healthy plate- eating for survival  | Happy (Charanga) | Tag rugby/ football | Other faiths | Numbers to 100Conversation recapOccupations |  Multimedia | Health and Well being |
| Fiction Stories with flashbacksPoetry The Power of Imagery | Fractions Geometry- Position and Direction | Electricity | Art work related to WW2 propaganda  | Design and make a gadget to help someone (electronics)  | Pop, Rock N Roll & Jazz Music Comparative Study | Handball/ Basket ball | Gospel | Giving information/ preferences with detail. Xmas stories | Handling Data | Health and Well being |
| Spring 1/2**Frozen Worlds** | FictionSettings and characterisationNon Fiction Argument | Number- Decimals Number- Percentages Number- Algebra | Animals including Humans | Recap of latitude, longitude etc.Settlement and land useEnvironmental issues Endurance and journey of ShakletonBritish history beyond 1066 Changes in social history in 20th century | Famous landscape artist study. Painting in their style. Monet | Mechanisms and moving vehicles (cams and pulleys) | Classroom Jazz 2 (Glockenspiel)  | Dance/ Gymnastics | Incarnation | Where I live? Types of houses adjectives/details | Programming | Living in the wider world |
| Non -fiction Biography/ autobiographyFiction Narrative and plays | Measurement Converting units Perimeter, Area and Volume Number- Ratio | Living things and their Habitats | Design something to carry something in (Textiles) | Bach – composer study  | Netball/ Hockey | Other faiths | School subjects. Likes/dislikes |  | Living in the wider world |
| Summer 1/2**Ancient Civilisations****Mayans and Aztecs** | Fiction Narrative and playsNon- fiction Explanations  | Geometry- Properties of Shapes Problem solving Statistics | Light | The achievements of the earliest civilizationsCentral America and MexicoGeographyKnowledge of UK and wider worldRainforests Biomes, climate zones and rivers  | Mod Roc Masks for production. Clay pots (Aztecs) | Design a shelter (structures)ICT- production  | You’ve got a friend | Athletics/Outdoor Adventurous | Salvation | Transport/countries |  | Relationships |
| Authors and textsNon- fiction Persuasive texts Fiction A short humorous story (residential- for leavers assembly) | Investigations | ConsolidationScientific investigation | End of year production | Tennis/ Rounders | Kingdom of God | Holidays/reservations/bookings/things to do | Overview  | Relationships |

**Autumn 1**

**English (See APL learning journey)**

**Core Text: My Secret War Diary**

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

**Non- Fiction**

Biographies/Autoiographies

**Non-fiction**

Diaries

**Science: Evolution and Inheritance**

* recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
* recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
* identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

***\*See non-statutory guidance on the national curriculum for additional objectives\****

**Maths**

Number- Place Value

Number- Addition, Subtraction, Multiplication and Division

**History/Geography**

* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
* Local area study- how the war effected our area
* Locate world’s countries using maps
* 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)



**French**

See French LTP (in subject LTP folder)

**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.

**Brave Britain (WW1)**

**PSHE**

**Health and Well-being**

**How can we keep healthy as we grow?**

* Looking after ourselves
* Growing up
* Becoming independent
* Taking more responsibility

**PE**

* play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

**Music -** Unit: Happy (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.

**Art** Create sketch books to record their observations and use them to review and revisit ideas.

Learn about great artists, architects and designers in history

**RE : Understanding Christianity Resources**

**Other Faiths**

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

**Computing: Multimedia**

I can talk about audience,  atmosphere and structure  when planning a particular  outcome.  I can confidently identify   the potential of unfamiliar  technology to increase my  creativity.  I can combine a range of  media, recognising the  contribution of each to  achieve a particular  outcome.  I can tell you why I select a  particular online tool for a  specific purpose.  I can be digitally discerning  when evaluating the effectiveness of my work  and the work of others.

**Science: Electricity**

* associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
* compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
* use recognised symbols when representing a simple circuit in a diagram

***\*See non-statutory guidance on the national curriculum for additional objectives\****

**English (See APL learning journey)**

**Core Text: A Soldier’s Friend**

**Fiction**

Stories with flashbacks

**Non-fiction**

Persuasive texts

**Poetry**

The power of imagery

**Autumn 2**

**Maths**

Fractions

Geometry- Position and Direction

**Art**

Improve their mastery of art and design techniques, including drawing, painting and sculpture. Use pencil and charcoal.

* As above

**French**

See French LTP (in subject LTP folder)



**Brave Britain (WW2)**

**PSHE**

**Health and Well-being**

**How can we keep healthy as we grow?**

* Looking after ourselves
* Growing up
* Becoming independent
* Taking more responsibility

**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]

**RE : Understanding Christianity Resources**

**Gospel**

Big Question: What would Jesus do?

**Music -** Unit: Pop, Rock N Roll & Jazz Music Comparative 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.

**PE**

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

**Computing: Handling Data**

I can plan the process  needed to investigate the  world around me.  I can select the most  effective tool to collect  data for my investigation.  I can check the data I  collect for accuracy and  plausibility. I can interpret  the data I collect. I can  present the data I collect in  an appropriate way.  I use the skills I have  developed to interrogate a  database.

**Science: Animals including humans**

* identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
* recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
* describe the ways in which nutrients and water are transported within animals, including humans

**\*See non-statutory guidance on the national curriculum for additional objectives\***

**French**

See French LTP (in subject LTP folder)

**Maths**

Number- Decimals

Number- Percentages

Number- Algebra

**English (See APL learning journey)**

**Core Text: Shakelton’s Journey**

**Fiction**

Settings and characterisations

**Non-fiction**

Arguments

**History/Geography**

* physical geography, including: climate zones, biomes and vegetation belts, rivers,

mountains, volcanoes and earthquakes, and the water cycle

* human geography, including: types of settlement and land use, economic activity

including trade links, and the distribution of natural resources including energy,food, minerals and water

* use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
* use the eight points of a compass, four and six-figure grid references, symbols and key

(including the use of Ordnance Survey maps) to build their knowledge of the United

Kingdom and the wider world

* changes in an aspect of social history in 20th century

**PE**

* perform dances using a range of movement patterns
* develop flexibility, strength, technique, control and balance

**Spring 1**



**RE : Understanding Christianity Resources**

**Incarnation**

Big Question: Was Jesus the Messiah?

**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 motors]

**Frozen Worlds**

**PSHE**

**Living in the Wider World**

**How can the media influence people?**

* Media literacy
* Digital resilience
* Influences and decision making
* Online safety

**Music -** Unit: Classroom Jazz 2 (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

**Art**

* learn about great artists, architects and designers in history
* to improve their mastery of art and design techniques with paint

**Computing: Programming**

I can deconstruct a  problem into smaller steps,  recognising similarities to  solutions used before.  I can explain and program  each of the steps in my  algorithm.  I can evaluate the  effectiveness and efficiency  of my algorithm while I  continually test the  programming of that  algorithm.  I can recognise when I  need to use a variable to  achieve a required output.  I can use a variable and  operators to stop a  program.  I can use different inputs  (including sensors) to  control a device or  onscreen action and  predict what will happen.  I can use logical reasoning  to detect and correct  errors in algorithms and programs.

**Spring 2**

**Maths**

Measurement Converting units

Perimeter, Area and Volume

Number- Ratio

**Science Living things and their habitats**

* describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
* give reasons for classifying plants and animals based on specific characteristics

***\*See non-statutory guidance on the national curriculum for additional objectives\****

**English (See APL learning journey)**

**Core Text: Island**

**Non- fiction**

Journalistic writing

Formal impersonal writing

**Fiction**

Narratives and plays

**History/Geography** Spring 1 continued including

* 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

* 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
* identify the position and significance of latitude, longitude, Equator, Northern

Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

* a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Shakleton/ explorers/Titanic

**PE**

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

**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 motors]

**Frozen Worlds**

**Music -** Unit: Bach: 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.

**PSHE**

**Living in the Wider World**

**How can the media influence people?**

* Media literacy
* Digital resilience
* Influences and decision making
* Online safety

**RE : Understanding Christianity Resources**

**Other Faiths**

Big Question: Why is pilgrimage important to some religious believers?

Why do some people believe in God and some people not?

**Art**

Spring 1 Continued

**Computing: Technology in our lives**

 I can tell you the internet  services I need to use for  different purposes.  I describe how information  is transported on the  internet.  I can select an appropriate  tool to communicate and  collaborate online.  I can talk about the way  search results are selected  and ranked.  I can check the reliability of  a website.  I can tell you about  copyright and acknowledge  the sources of information  that I find online

**Science: Light**

* recognise that light appears to travel in straight lines
* use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
* explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
* use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

***\*See non-statutory guidance on the national curriculum for additional objectives\****

**French**

See French LTP (in subject LTP folder)

**Summer 1**

**History/Geography**

* the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
* a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
* North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (Central America)
* physical geography, including: climate zones, biomes and vegetation belts, rivers (rainforests)
* 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

**Maths**

Geometry- Properties of Shapes

Problem solving Statistics

**English (See APL learning journey)**

**Core Text: The Visitor**

**Fiction**

Narrative and Plays

**Non-fiction**

Explanations

**Art**

* to improve their mastery of art and design techniques with drawing, painting and sculpture (mod roc)

**Ancient Civilisations**

Azteks

**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 motors]

**PE**

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

**Music -** Unit: You’ve Got a Friend (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**

**Relationships**

**What will change as we become more independent?**

**How do friendships change as we grow?**

* Different relationships
* Changing and growing
* Adulthood
* Independence
* Moving to secondary school

**RE : Understanding Christianity Resources**

**Salvation**

Big Question: What difference does the resurrection make for Christians?

**Computing: E-Safety**

I protect my password and  other personal  information.  I can explain the  consequences of sharing  too much information  about myself online.  I support my friends to  protect themselves and  make good choices online,  including reporting  concerns to an adult.  I can explain the  consequences of spending  too much time online or on  a game.  I can explain the  consequences to myself  and others of not  communicating kindly and  respectfully.  I protect my computer or  device from harm on the internet.

….

**Summer 2**

**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 argument

***\*See non-statutory guidance on the national curriculum for additional objectives\****

**English (See APL learning journey)**

**Core Text:**

**Fiction**

A short humorous story (residential)

Authors and texts

**French**

See French LTP (in subject LTP folder)

**History/Geography**

* As above

**Maths**

Investigations

**Art**

* to improve their mastery of art and design techniques with drawing, painting and sculpture (mod roc)

**Ancient Civilisations**

**Mayans**

**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 motors]

**PSHE**

**Relationships**

**What will change as we become more independent?**

**How do friendships change as we grow?**

* Different relationships
* Changing and growing
* Adulthood
* Independence
* Moving to secondary school

**Music -** Unit: End of Year Production

**PE**

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

**RE : Understanding Christianity Resources**

**Kingdom of God**

Big Question: What kind of king is Jesus?

**Computing:**

Overview and consolidation