

YEAR 5/6

AUTUMN TERM

SPRING TERM

SUMMER TERM

Cycle B

CALIFORNIA

CRIME AND PUNISHMENT

GREECE AND THE OLYMICS

<p><b>R.E. (Year 5 cycle)</b></p>	<p><b>Creation</b> The Two Genesis Creation stories. Stewardship. Being People of God, St Paul and the Beatitudes. The Pillars of Islam <b>Catholic Social Teaching</b> Caring for Creation. The Early Christians, Acts of the Apostles. Laudato Si as a response to Catholic Social Teaching. <b>Advent</b> Linking the coming of Jesus with the many prophesies of his birth in the Old Testament.</p>	<p><b>Christmas</b> The difficulties faced by Mary and Joseph, including the role of King Herod. The implications of the Christmas story for us. <b>Revelation</b> Study of parables which help us understand about the Kingdom of God. How Baptism communicates divine revelation Guru Nanak's stories <b>Lent</b> Looks at the concept of Temptation. How preparation for Easter helps us become more like Jesus, through St Paul's teachings. The Jewish understanding of repentance.</p>	<p><b>Holy Week</b> Focus on Jesus driving the traders out of the temple <b>Easter</b> Examines the Easter story through the eyes of Thomas and the sources of doubt. Belief in Eternal Life in the life of the church today – funerals. The Hindu belief in reincarnation <b>Mission</b> Considers the importance of the Holy Spirit as expressed through Confirmation. Explores the coming of the Holy Spirit as expressed in St John's Gospel. <b>Other Faiths</b></p>
<p><b>R.H.E.</b></p>	<p><b>Module 2- Created to love others</b> <b>Unit 3 – Keeping Safe</b> builds on the NSPCC Share Aware resources used in Lower Key Stage Two, equipping children to make safe and sensible decisions about what online content they should/shouldn't share, cyberbullying and how to report and get help if they encounter inappropriate messages or material. The third session in the Unit moves into the real world and considers the four types of abuse: sexual, physical, emotional and neglect. Children will know how to spot each type of abuse and who they can go to for help.</p>	<p><b>Module 2: Personal Relationships</b> Through a series of short sketches from presenters Zoe and Joey, Unit 2 – Personal Relationships aims to equip children with strategies for more complex experiences of relationships and conflict. This includes sessions that help children to identify and understand how to respond to spoken and unspoken pressure, the concept of consent and some practical demonstrations of this and further teaching on how our thoughts and feelings have an impact on how we act.</p>	<p><b>Module 3- Created to live in Community</b> Unit 2: Living in the Wider World Building on learning from Lower Key Stage Two, Unit 2 – Living in the Wider World teaches children some of the principles of Catholic Social Teaching from Together For The Common Good, which will help them to fulfil their purpose of making a difference in the world around them. Teaching includes the common good, the human person, social relationships and stewardship.</p>
<p><b>ENGLISH</b></p>	<p><b>Reading</b> Children will maintain positive attitudes to reading by:</p> <ul style="list-style-type: none"> <li>• Read/discuss wide range of books through 'Book of the Week'<b>Oracy</b></li> <li>• Termly class poem recitals to school <b>Oracy</b></li> <li>• Guided Reading groups sharing wide range of fiction/nonfiction / poetry/plays, traditional tales/myths/legends/ modern/classic.<b>Oracy CST</b></li> <li>• weekly comprehension lesson and homework</li> <li>• <b>Class novel-</b> Twist of Gold by Michael Morgurgo <b>Oracy CST</b> Call of the Wild by Jack London</li> <li>• Library books</li> </ul> <p><b>Writing</b> Genres covered through topic- Information text on the Native American tribes in California,,instructions- How to build a tepee, information text- migration from Europe to America, informal letter- come to America, journalistic writing- arrival of the railroad, description of scene- San Francisco earthquake, poetry- earthquakes, Hollywood- movie industry- letter- move to California, story board for silent movie, create and film silent movie- write evaluation. Wow day- 'Day at the Oscars' Dress up, watch silent movies and present awards. Pupils should:</p> <ul style="list-style-type: none"> <li>• Plan writing identifying audience and purpose</li> <li>• Draft first, using appropriate grammar/vocabulary for task</li> <li>• Use wide range cohesive devices to structure text across paragraphs</li> <li>• Use correct spelling and range of punctuation.</li> <li>• Edit and proof read own work and that of peers. <b>Oracy</b></li> </ul> <p><b>Grammar</b> Revision of verbs, nouns, adjectives, adverbs, modal verbs, prepositions, complex sentences, active/passive verbs. Parenthesis, apostrophes, inverted commas, direct and indirect speech, use of colon/semi-colon, plurals</p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Know how to spell words on the 3/ 4, 5/6 spelling lists- weekly cold spell and hot spell</li> <li>• Recall spelling rules/ patterns/ words with silent letters</li> <li>• Use a dictionary/ thesaurus</li> </ul>	<p><b>Reading</b> Children will maintain positive attitudes to reading by:</p> <ul style="list-style-type: none"> <li>• Read/discuss wide range of books through 'Book of the Week' <b>Oracy</b></li> <li>• Termly class poem recitals to school <b>Oracy</b></li> <li>• Guided Reading groups sharing wide range of fiction/nonfiction / poetry/plays, traditional tales/myths/legends/ modern/classic.<b>Oracy CST</b></li> <li>• weekly comprehension lesson and homework</li> <li>• <b>Class novel-</b> Sherlock Holmes Mysteries by Arthur Conan Doyle Young Sherlock by Andrew Lane <b>Oracy CST</b></li> <li>• Library books</li> </ul> <p><b>Writing</b> Genres covered through topic- examine and describe a crime scene, description of a detective character, create crime prevention leaflet, create a back story for the Artful Dodger, biased argument- Why is the law important, narrative- short crime story, information text- how have punishments changed in Britain, explanation text- when punishments did not fit the crime eg trial by ordeal, play script- Trial by Ordeal, journalistic writing- newspaper crime reporting. Pupils should:</p> <ul style="list-style-type: none"> <li>• Plan writing identifying audience and purpose</li> <li>• Draft first, using appropriate grammar/vocabulary for task</li> <li>• Use wide range cohesive devices to structure text across paragraphs</li> <li>• Use correct spelling and range of punctuation.</li> <li>• Edit and proof read own work and that of peers. <b>Oracy</b></li> </ul> <p><b>Grammar</b> Adjectives- comparative and superlative, clauses and phrases, verb tenses, pronouns and relative pronouns, interjections/question tags, conjunctions, determiners, idioms, homophones., subject/object General punctuation revision, Command/statement/question, apostrophes, dashes/hyphens, adverbials, paragraphs.</p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Know how to spell words on the 3/ 4, 5/6 spelling lists- weekly cold spell and hot spell</li> <li>• Recall spelling rules/ patterns/ words with silent letters</li> <li>• Use a dictionary/ thesaurus</li> </ul>	<p><b>Reading</b> Children will maintain positive attitudes to reading by:</p> <ul style="list-style-type: none"> <li>• Read and discuss wide range of books through 'Book of the Week'</li> <li>• Termly class poem recitals to school <b>Oracy</b></li> <li>• Guided Reading groups sharing wide range of fiction/nonfiction / poetry/plays, traditional tales/myths/legends/ modern/classic.<b>Oracy CST</b></li> <li>• weekly comprehension lesson and homework</li> <li>• <b>Class novel-</b> Greek Myths and Legends Percy Jackson and the Olympians <b>Oracy CST</b></li> <li>• Library books</li> </ul> <p><b>Writing</b> Genres covered through topic- fact file about Ancient Greece, informal letter back home from Spartan in Athens or Athenian in Sparta, non-chronoligical report about a Greek god, write own Greek style myth/legend, biography of famous Greek, formal letter of complaint to Greek tour company about holiday, character description of an athlete from a picture, instructions- How to make a healthy snack, play-script for tv advert of snack Pupils should:</p> <ul style="list-style-type: none"> <li>• Plan writing identifying audience and purpose</li> <li>• Draft first, using appropriate grammar/vocabulary for task</li> <li>• Use wide range cohesive devices to structure text across paragraphs</li> <li>• Use correct spelling and range of punctuation.</li> <li>• Edie and proof read own work and that of peers. <b>Oracy</b></li> </ul> <p><b>Grammar</b> Word class and punctuation revision, active/passive verbs, tenses including present perfect and progressive, noun phrases, inverted commas, direct and indirect speech, conditionals, etymology, old vs new vocabulary.</p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Know how to spell words on the 3/ 4, 5/6 spelling lists- weekly cold spell and hot spell</li> <li>• Recall spelling rules/ patterns/ words with silent letters</li> <li>• Use a dictionary/ thesaurus</li> </ul>

<p><b>MATHS</b></p> <p>Use of separate CGP text books for Year 5 and Year 6</p>	<p>Length of time spent on each area will change depending on needs of particular groups of children.</p> <ul style="list-style-type: none"> <li>• Writing large numbers up to millions</li> <li>• Place value</li> <li>• Each of the 4 operations- short and long methods</li> <li>• Identify factors, multiples, prime/square/cube numbers.</li> <li>• Empty box problems</li> <li>• Negative numbers</li> <li>• Equivalent fractions</li> <li>• Rounding large numbers</li> <li>• Multiplying/dividing by 10,100,1000 plus missing number problems</li> <li>• Ordering large numbers / negative / decimals</li> <li>• Converting between mixed numbers and improper fractions</li> <li>• Converting measures and applying measures within problems</li> <li>• Adding and subtracting fractions</li> <li>• Fractions / decimals / percentages/ converting fractions, equivalence</li> <li>• Finding percentage of a number</li> <li>• Multiplying and dividing fractions</li> </ul> <ul style="list-style-type: none"> <li>• Solve money problems using the 4 operations</li> <li>• Solve real life problems using the 4 operations</li> <li>• Roman numerals</li> <li>• Names and properties of 2D shapes including quadrilaterals</li> <li>• Applying knowledge of 2D shapes</li> <li>• Equivalent fractions, understanding fractions, related vocabulary</li> <li>• Area and perimeter of regular shapes</li> <li>• Area and perimeter of compound shapes</li> <li>• Converting mixed numbers to proper / improper fractions</li> <li>• Names and properties of different triangles</li> <li>• Area of a parallelogram</li> <li>• Area of triangles</li> <li>• Finding percentage of a number</li> <li>• Identifying, estimating, measuring angles and angle rules</li> <li>• Drawing angles</li> <li>• Calculating angles</li> <li>• Multiplication and division of decimals</li> <li>• Plot co-ordinates within the 4 quadrants</li> <li>• Find and plot missing co-ordinates</li> <li>• Mental <math>\times/\div</math> of large numbers / decimals</li> <li>• Mental methods for addition &amp; subtraction</li> </ul>	<p>Length of time spent on each area will change depending on needs of particular groups of children.</p> <ul style="list-style-type: none"> <li>• Multiplying / dividing fractions</li> <li>• Area of parallelogram / triangle / problems involving area</li> <li>• Y6 scale factors</li> <li>• 3D shapes and properties</li> <li>• Nets of 3D shapes</li> <li>• Applying knowledge of 3D shapes</li> <li>• Adding fractions</li> <li>• Volume</li> <li>• Surface area/ (scale factors Year 6)</li> <li>• Application questions</li> <li>• Reflection and Translation</li> <li>• Find the percentage of a number</li> <li>• Reading line graphs</li> <li>• Drawing line graphs</li> <li>• Solving calculations with brackets</li> </ul> <ul style="list-style-type: none"> <li>• Telling the time/ Solve problems involving time</li> <li>• Interpret timetables</li> <li>• Compare &amp; order fractions</li> <li>• Pie charts</li> <li>• Drawing pie charts / angles</li> <li>• Number sequences</li> <li>• Mean / average</li> <li>• Probability</li> <li>• Statistics</li> <li>• Numbers on scales / intervals</li> <li>• Algebra</li> <li>• Numbers on a number line</li> <li>• Adding and subtracting powers of 10, 100, 1000 etc</li> <li>• Parts of a circle</li> <li>• Scale factors</li> </ul> <p>Revision of rounding large numbers and decimals</p>	<p>Length of time spent on each area will change depending on needs of particular groups of children.</p> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Arithmetic based lessons: 4 operations and fractions, decimals and percentages. Angles, ratio /proportion, empty boxes, fractions.</li> <li>• Recapping areas of weakness; arithmetic; mental arithmetic.</li> </ul> <p><b>Year 6 Revision</b></p> <ul style="list-style-type: none"> <li>• SATs style questions. Ratio &amp; proportion, algebra. Summer 1 is flexible – adapted to meet the needs of the cohort.</li> <li>• Open maths activities / projects</li> </ul>
<p><b>SCIENCE</b> (year 5 topics)</p>	<p style="text-align: center;"><b>Scientific Skills (See scientific skills document for more detail)</b></p> <ul style="list-style-type: none"> <li>• Children Will develop their scientific skills throughout the year with opportunities planned into each topic. They will learn to ask relevant questions, use different types of enquiries, make careful observations, take measurements using equipment and gather, record, classify and present their data in a variety of ways.</li> </ul>		
	<p style="text-align: center;"><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>• Describe the movement of the Moon relative to the Earth</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Wider Curricular opportunities:</b> Little Heath Space Day visit for Year 5s in July. Winchester Science Centre visit</p> <p>Armstrong, Galileo, Copernicus, Newton.</p>	<p style="text-align: center;"><b>Properties and changes of materials</b></p> <ul style="list-style-type: none"> <li>• Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>• Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic</li> <li>• 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.</li> </ul> <p style="text-align: center;"><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p>Einstein Newton</p>	<p style="text-align: center;"><b>Animals including Humans</b></p> <p>Describe the changes as humans develop to old age.</p> <p style="text-align: center;"><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• Describe the life process of reproduction in some plants and animals.</li> </ul>

<p><b>ART</b></p>	<p><b>Topic: California</b></p> <ul style="list-style-type: none"> <li>• Research Native American patterns and use of colour. Refine learnt techniques to create pattern. Use of printing on fabric and paper.</li> <li>• Design and construct totem poles building on sculpture techniques from LKS2 using cardboard tubes and papier mache. Paint in authentic colours. Work in pairs- <b>ORACY</b></li> <li>• Make dream catchers, medicine pouches and tipis on topic WOW day <b>CST</b></li> <li>• Explore how to film black and white movie <b>ORACY</b></li> <li>• Create black and white movies using digital technology to edit</li> <li>• Look at the work of <b>artist Peter Thorpe in Science</b>- create space pictures in style of the artist- experiment with form and colour. Use of chalk and pastels. <b>CST</b></li> <li>• <b>R.E.- Artist Michel Angelo- Creation</b>- evaluate and assess interpretation of scenes from the bible particularly The Creation of Adam. <b>CST</b></li> <li>• Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li> <li>• Appraise/ evaluate own work and that of peers. <b>ORACY</b></li> </ul>	<p><b>Topic: Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• Research street art- what is it? Is it art? <b>ORACY CST</b></li> <li>• Explore the work of Banksy and Lady Pink in particular- discuss message/point being made and contrast in styles. Explain and justify preferences and opinions. <b>ORACY CST</b></li> <li>• Experiment with street style lettering- build on knowledge of shading, combining colour and tone to create letters.</li> <li>• Create own 'tag'</li> <li>• Using inspiration from Banksy or lady Pink to use art as a means of making a social statement, create own street art picture with a message using skills and techniques learnt. <b>CST</b></li> <li>• <b>Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</b></li> <li>• Appraise/ evaluate own work and that of peers. <b>ORACY</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Topic: Ancient Greece/Olympics</b></li> <li>• Research Greek designs on walls and pottery.</li> <li>• Sketch designs/images in sketch books</li> <li>• Scratch art of Greek style people and scenes using wax crayon and paint.</li> <li>• Use papier mache to create Greek vases- build on skills and finesse from previous lessons.</li> <li>• Paint Greek scene/people using fine paint brush to decorate vase.</li> <li>• Research images of sports people- create splatter pictures using a silhouette and spray paint background.</li> <li>• Look at the work of artist Pablo Romero- discuss how he captures form and image in his pictures of sports people. <b>ORACY CST</b></li> <li>• Create own pictures of sport by taking pictures using a camera</li> <li>• Use images to create painted/sketched image- develop awareness of composition, scale and proportion.</li> <li>• Use a sketchbook for collecting ideas and show development of ideas and skills leading up to a completed piece of artwork</li> <li>• Appraise/ evaluate own work and that of peers. <b>ORACY</b></li> </ul>
<p><b>COMPUTING</b> KAPOW Computing (Year 5)</p>	<p><b>Online safety 1</b></p> <ul style="list-style-type: none"> <li>• Understand that passwords need to be strong and that apps require some form of passwords.</li> <li>• Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online.</li> <li>• Search for simple information about a person, such as their birthday or key life moments.</li> <li>• Know what bullying is and that it can occur both online and in the real world.</li> <li>• Recognise when health and wellbeing are being affected in either a positive or negative way through online use.</li> <li>• Offer a couple of advice tips to combat the negative effects of online use.</li> </ul> <p><b>Research- computing systems and networks: search engines</b></p> <ul style="list-style-type: none"> <li>• Explain what a search engine is, suggesting several search engines to use and explain how to use them to find websites and information.</li> <li>• Suggest that things online aren't always true and recognise what to check for.</li> <li>• Explain why keywords are important and what TASK stands for, using these strategies to search effectively.</li> <li>• Recognise the terms 'copyright' and 'fair use' and combine text and images in a poster.</li> <li>• Make parallels between book searching and internet searching, explaining the role of web crawlers and recognising that results are rated to decide rank.</li> </ul>	<p><b>Programming1: Music</b></p> <ul style="list-style-type: none"> <li>• Iterate ideas, testing and changing throughout the lesson.</li> <li>• Explain what the basic commands do: 'play', 'slee'p, '2.times do'.</li> <li>• Explain how their program links to the theme. Include a loop in their work. Correct their own simple mistakes.</li> <li>• Explain their scene in the story. Link musical concepts to their scene.</li> <li>• Include a live loop and explain its function. Use samples effectively to enhance music.</li> <li>• Code a piece of music that combines a variety of structures. Use loops in their programming. Recognise that programming music is a way to apply their skills.</li> </ul> <p><b>Data Handling: Mars Rover 1</b></p> <ul style="list-style-type: none"> <li>• Identify some of the types of data that the Mars Rover could collect (for example, photos).</li> <li>• Explain how the Mars Rover transmits the data back to Earth and the challenges involved in this.</li> <li>• Read any number in binary, up to eight bits.</li> <li>• Identify input, processing and output on the Mars Rovers.</li> <li>• Read binary numbers and grasp the concept of binary addition.</li> <li>• Relate binary signals (Boolean) to a simple character-based language, ASCII.</li> </ul>	<p><b>Creating Media: Stop motion animation</b></p> <ul style="list-style-type: none"> <li>• Create a toy with simple images with a single movement.</li> <li>• Create a short stop motion with small changes between images.</li> <li>• Think of a simple story idea for their animation then decompose it into smaller parts to create a storyboard with simple characters.</li> <li>• Make small changes to the models to ensure a smooth animation and delete unnecessary frames.</li> <li>• Add effects such as extending parts and titles.</li> <li>• Provide helpful feedback to other groups about their animations.</li> </ul> <p><b>Online safety- transition recap before Year 6/7</b></p>

DESIGN TECHNOLOGY	<p><b>California:</b> <b>Design &amp; Make shelters using textiles</b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of appealing and functional products that are fit for purpose</li> <li>Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks accurately</li> <li>Understand how key events and individuals in design &amp; technology have helped shape the world</li> <li>Evaluate their ideas and products against their own design criteria</li> </ul>	<p><b>Crime &amp; Punishment:</b> <b>Design and Make Protective casing for Egghead drop</b></p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams</li> <li>Select from and use a wider range of materials and components including construction materials and textiles according to their functional properties and aesthetic qualities</li> <li>Apply understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>Evaluate their ideas and products against own design criteria and consider the views of others to improve work</li> </ul>	<p><b>International Day:</b> <b>Design and make a dish relating to a given country</b></p> <ul style="list-style-type: none"> <li>Understand and apply the principles of a healthy &amp; varied diet</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</li> <li>Use research and develop design criteria to inform the design of appealing products that are fit for purpose aimed at particular individuals or groups</li> <li>Select from and use a wider range of materials and components (ingredients) according to their functional properties and aesthetic qualities</li> <li>Evaluate their ideas and products against their own design criteria</li> </ul> <p><b>The World Cup/ Olympics:</b> <b>Design and make a mascot for a chosen team/nation</b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of appealing products that are fit for purpose aimed at particular individuals or groups</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks</li> <li>Select from and use a wider range of materials and components including textiles according to their aesthetic qualities</li> <li>Understand how key events and individuals in design &amp; technology have helped shape the world</li> <li>Evaluate their ideas and products against their own design criteria</li> </ul>
GEOGRAPHY	<p><b>Topic: California</b></p> <ul style="list-style-type: none"> <li>Location in the USA</li> <li>Settlements and migration</li> <li>Earthquakes and natural disasters</li> <li>Native Americans- cultural focus: impact of human movement from Europe.</li> <li>Town and City development</li> <li>Railroad- impact on industry and city growth</li> </ul>	<p><b>Topic: Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>Human geography- impact on behaviour and settlements</li> <li>Crime patterns vs. location</li> </ul>	<p><b>Topic: Olympics/Ancient Greece</b></p> <ul style="list-style-type: none"> <li>Greek islands- location, climate, crops/vegetation</li> <li>Tourism</li> <li>Wildlife/Geographic features</li> <li>Coastlines</li> <li>Compare to UK</li> </ul>
HISTORY	<p style="text-align: center;"><b>California</b></p> <p><b>NC coverage:</b> A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. ( e.g. changes in aspects of social history, such as <u>leisure and entertainment</u> in the 20<sup>th</sup> century)</p> <ul style="list-style-type: none"> <li>Native Americans – lifestyle/ impact of settlers from Europe (ORACY) CST</li> <li>Impact of railroad: changes in technology of transport (ORACY)</li> <li>Events from History: San Francisco earthquake 1907</li> <li>History of film: silent movies</li> </ul>	<p style="text-align: center;"><b>Crime and Punishment</b> <b>Children through the Ages</b></p> <p><b>NC coverage:</b> A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. ( e.g. <u>social</u> history)</p> <ul style="list-style-type: none"> <li>History/ changes of punishment from Roman Times</li> <li>How crimes have changed over the years</li> <li>Changes in punishments for different crimes (ORACY) CST</li> <li>Victorian schools/ life as a Victorian Child CST</li> <li>Development and impact of police force (ORACY)</li> </ul>	<p style="text-align: center;"><b>Olympics</b></p> <p><b>NC coverage:</b> A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066. (e.g. the legacy of Roman or <u>Greek Culture</u>)</p> <ul style="list-style-type: none"> <li>Ancient Greece: Main districts and how they differed:</li> <li>Spartans, Athenians, Corinthians etc CST</li> <li>Greek architecture, artefacts, art, education, language (ORACY)</li> <li>Famous Greeks</li> <li>History of Olympics and effect on modern sports (ORACY)</li> <li>Greek Gods, myths and legends</li> </ul>
M.F.L. FRENCH	<p><b>Year 5</b></p> <p><b>Moi (recap)</b> <b>Family</b> <b>The body (recap and extension)</b> <b>Nationalities</b> <b>Verbs Avoir et Être</b></p> <ul style="list-style-type: none"> <li>Position of adjectives in sentences ( les nuages blancs)</li> <li>Understanding of the conjugation of the verbs avoir and être. ( for example je suis, tu es, il est)</li> <li>Rules of agreement of adjectives for singular and plural when describing family members, nationalities.</li> <li>Knowledge of life in France and Francophone countries including geography.</li> </ul>	<p><b>Year 5</b></p> <p><b>Directions</b> <b>The Planets</b> <b>Seasons</b></p> <ul style="list-style-type: none"> <li>Sequencing and frequency adverbs, e.g après ça, et puis, souvent, tous les jours, ensuite</li> <li>Awareness of the use of tu and vous</li> <li>Knowledge of aspects of life in France and Francophone countries including schools and geography. CST</li> <li>Rules of agreement of adjectives for singular and plural, i.e that adjectives agree with the gender of the noun and also the number.</li> <li>Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il, elle) and 3rd person plural (ils, elles) of a number of regular and irregular verbs.</li> </ul>	<p><b>Year 5</b></p> <p><b>Healthy Eating/ Healthy Lifestyle</b> <b>The Beach</b> <b>Restaurant (ready for French café)</b></p> <ul style="list-style-type: none"> <li>Rules of agreement of adjectives for singular and plural, i.e that adjectives agree with the gender of the noun and also the number.</li> <li>Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il, elle) and 3rd person plural (ils, elles) of a number of regular and irregular verbs. For example je nage , ils nagent</li> <li>Giving positive and negative reasoned opinions ( e.g j'aime ça parce que..... Je n'aime pas ça parce que ....</li> <li>Knowledge of life in France and Francophone countries including geography.</li> </ul>

	<p><b>Year 6</b>  <b>All about myself (recap of previous years' learning but in more detail adding in likes and dislikes)</b>  <b>School – subjects/timetable (recap of time)</b>  <b>Festivals in France.</b></p> <ul style="list-style-type: none"> <li>• Awareness of three verbs groups –er, -ir, re and the role of the infinitive.</li> <li>• Conjugation of regular –er verbs and the two high frequency verbs i.e être and aller in the present tense.</li> <li>• Prepositions of place.</li> <li>• Use a bilingual dictionary to find out nouns, adjectives and verbs and manipulate them according to gender and number.</li> <li>• Consolidation of all grammatical structure used since Year 3.</li> <li>• Knowledge of life in France and Francophone countries.</li> <li>• Understanding of how festivals are celebrated differently in different countries.</li> </ul>	<p>For example je tourne à droite, il traverse la rue.</p> <ul style="list-style-type: none"> <li>• Position of adjectives in a sentence – exceptions to the rule (e.g that grand/petit go before the noun)</li> <li>• Giving positive and negative reasoned opinions ( e.g j'aime ça parce que..... Je n'aime pas ça parce que ....</li> </ul> <p><b>Year 6</b>  <b>Transport.</b>  <b>Places in a town.</b>  <b>Then and Now</b></p> <ul style="list-style-type: none"> <li>• Comparing things using plus, moins +and adjective.</li> <li>• Awareness of three verbs groups –er, -ir, re and the role of the infinitive.</li> <li>• Conjugation of regular –er verbs and the two high frequency verbs i.e être and aller in the present tense.</li> <li>• Prepositions of place.</li> <li>• Use a bilingual dictionary to find out nouns, adjectives and verbs and manipulate them according to gender and number.</li> <li>• Consolidation of all grammatical structure used since Year 3.</li> <li>• Knowledge of life in France and Francophone countries.</li> <li>• Comparing the past and present using il avait/il y a and il/elle est and il/elle était.</li> </ul>	<p><b>Year 6</b>  <b>Out and About.</b>  <b>Setting up a café</b></p> <ul style="list-style-type: none"> <li>• Awareness of three verbs groups –er, -ir, re and the role of the infinitive.</li> <li>• Conjugation of regular –er verbs and the two high frequency verbs i.e être and aller in the present tense.</li> <li>• Use of the infinitive with Je veux and J'aime.</li> <li>• Use a bilingual dictionary to find out nouns, adjectives and verbs and manipulate them according to gender and number.</li> <li>• Consolidation of all grammatical structure used since Year 3.</li> <li>• Knowledge of life in France and Francophone countries.</li> </ul>
<p>MUSIC (Year 5 cycle)</p> <p>Delivered via CHARANGA</p>	<p><b>Getting started with Music Tech (Aut 1/Unit 1)</b>  Ghost Parade 20<sup>th</sup>/21<sup>st</sup> century Orchestral  Lively 20<sup>th</sup>/21<sup>st</sup> century Orchestral  Words Can Hurt 20<sup>th</sup>/21<sup>st</sup> century Orchestral  His Eye Is On the Sparrow Gospel  Joyful, Joyful Gospel</p>	<p><b>Emotions and Musical Style (Aut 2/ Unit 2)</b>  The Sparkle in My Life Pop  Glassworks I: Opening (Glass) Minimalism  Dreaming of Mars 20<sup>th</sup>/21<sup>st</sup> century Orchestral  Macaroni Sundae Rock 'n' Roll  Get on Board Gospel</p>	<p><b>Exploring Key and Time Signatures (Spr 1/Unit 3)</b>  Freedom IS Coming South African  Forever Always (Dhlamini) Jazz: Contemporary  All Over Again 20<sup>th</sup>/21<sup>st</sup> century Orchestral  Free Pop  Do You Ever Wonder 20<sup>th</sup>/21<sup>st</sup> century Orchestral</p>

<p><b>PHYSICAL EDUCATION</b></p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Games-Rugby/Lacrosse</b></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● use running, jumping, throwing and catching in isolation and in combination;</li> <li>● play competitive games, modified where appropriate [for example, Tag Rugby, Lacrosse], and apply basic principles suitable for attacking and defending;</li> <li>● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>● compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Dance</b></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>● perform dances using a range of movement patterns;</li> <li>● compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Games- Netball/Tennis</b></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● use running, jumping, throwing and catching in isolation and in combination;</li> <li>● play competitive game of netball, modified where appropriate and apply basic principles suitable for attacking and defending;</li> <li>● play competitive game of tennis, modified where appropriate and apply basic principles suitable for attacking and defending;</li> <li>● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>● compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<p><b>Athletics</b></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● use running, jumping, throwing and catching in isolation and in combination;</li> <li>● develop flexibility, strength, technique, control and balance- throwing,</li> <li>● compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p><b>Rounders</b></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● use running, jumping, throwing and catching in isolation and in combination;</li> <li>● play competitive games, modified where appropriate [rounders and kick rounders], and apply basic principles suitable for attacking and defending;</li> <li>● develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];</li> <li>● compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Outdoor Adventurous Activities</b></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● take part in outdoor and adventurous activity challenges both individually and within a team;</li> <li>● compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p>Sports day Inter-house Tournaments</p>
<p><b>VISITS</b></p>	<p>Topic Wow Day Spinnaker Tower and day in Portsmouth</p>	<p>Topic Wow Day -Chinese takeaway meal, Chinese crafts, music and dress up.</p>	<p>Topic Wow Day Yr 6 Leavers trip, Douai Yr 5 Alien Day LH??</p>