Year 5/6 CYCLE B	AUTUMN TERM California	SPRING TERM British Crime & Punishment	SUMMER TERM Ancient Greece
SCIENCE	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.		
	Materials Pupils should be taught to: 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. **Earth & Space** Pupils should be taught to: 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	**Humans & Other Animals** Pupils should be taught to: describe the changes as humans develop to old age. **Forces** Pupils should be taught to: 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.	**Living Things & Habitats** Pupils should be taught to: 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.

	bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.		
DESIGN & TECHNOLOGY	Pupils should be taught to: • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information		
	Design & Make a Teepee	**Design & Make a crime solving device**	**Design & Make Papier Mache Greek sculpture & pots**
COMPUTING	Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		
	Internet Safety **Coding** **Use and combine a variety of software**	**Use logical reasoning** **Use search, repetition & selection**	**Design Write and Use Debug Programs** **Understand computer networks**
ART	Pupils should be taught: to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.		
	Dream Catchers, Totem poles, & weaving **Art Deco / Californian art / design**	**Crime scene sketches & ' portraiture mug shots' & silhouettes**	**Greek architecture**

GEOGRAPHY	Pupils should be taught to: **Locational knowledge**
	▪ 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)
	Place knowledge -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
	Human and physical geography- describe and understand key aspects of:
	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
	Geographical skills and fieldwork- 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

Map skills of N America, Earthquakes, Settlements, Climate Zones, Trade Links	**Locate counties and cities of UK**	**Latitude & longitude maps, Europe, physical & human characteristics of Greek settlement**

HISTORY	Pupils should be taught about:
	Britain's settlement by Anglo-Saxons and Scots
	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	Ancient Greece – a study of Greek life and achievements and their influence on the western world

Extending chronological knowledge, impact of British exploration (eg settlement / migration, railways)	**Connections, contrasts and trends over time in terms of changing laws & punishment – with focus on treatment of children**	**Greek life & achievements – legacy of Greek culture on Britain – maths, science, gods, philosophy, architecture, mythology, language etc**

LANGUAGES French	Pupils should be taught to:
	• listen attentively to spoken language and show understanding by joining in, responding and explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
	• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
	• speak in sentences, using familiar vocabulary, phrases and basic language structures
	• develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
	• present ideas and information orally to a range of audiences*
	• read carefully and show understanding of words, phrases and simple writing, appreciate stories, songs, poems and rhymes in the language
	• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
	• write phrases from memory, and adapt these to create new sentences, to express ideas clearly
	• describe people, places, things and actions orally* and in writing

MUSIC	Pupils should be taught to:
	• play and perform in solo and ensemble contexts, using their voices and 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
	• listen with attention to detail and recall sounds with increasing aural memory
	• use and understand staff and other musical notations
	• 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.
P.E.	Pupils should be taught to:
	• use running, jumping, throwing and catching in isolation and in combination
	• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
	• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
	• perform dances using a range of movement patterns
	• take part in outdoor and adventurous activity challenges both individually and within a team
	• compare their performances with previous ones and demonstrate improvement to achieve their personal best.

RELIGIOUS EDUCATION	Unit 1 Creation Unit 2 Prayer and Feasts Unit 3 Advent/Christmas	Unit 4 Revelation Unit 5 Sacraments Unit 6 Lent	Unit 7 Holy Week and Easter Unit 8 and 9 Mission and Other faiths
VISITS	Year 6 Residential / 'Oscars'	Police museum	Mini Olympic/World Cup Event