



Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Vikings	Galapagos Islands	Circulation	Early Islamic Civilisation	Biomes	Oh, the Places you'll Go...

Aut 1	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Vikings	<p>White Rose</p> <p>Place Value</p> <p>Addition, subtraction, multiplication and division</p> <p>Fractions A</p>	<p>Writing Stimulus</p> <p>Wolf Brother by Michelle Paver</p> <p>Written Outcomes</p> <ul style="list-style-type: none"> Script marking Letter in role Note making Character description Storyboard Eyewitness account Poster Poetry Journal Descriptive writing <p>Poetry</p> <p>Overheard in a Tower Block by Joseph Coelho</p>	<p>Light</p> <ul style="list-style-type: none"> 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. 	<p>History – Vikings</p> <ul style="list-style-type: none"> What image do we have of the Vikings? Why have the Vikings gained such a bad reputation? How did the Vikings try to take over the country and how close did they get? How have recent excavations changed our view of the Vikings? What can we learn about Viking settlement from a study of place-name endings? Raiders or settlers: how should we remember the Vikings? 	<p>DT Project on a Page: Cams</p> <ul style="list-style-type: none"> Understand that mechanical systems have an input, process and an output. Understand how cams can be used to produce different types of movement and change the direction of movement. Know and use technical vocabulary relevant to the project. 	<p>Brass</p> <p>Whole class ensemble tuition</p> <p>Brass lessons are taught incorporating skills from across the national curriculum as well as instrument-specific skills.</p>	<p>Real PE 1</p> <p>In this unit, the children will develop and apply their ball skills and reaction and response through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p>Netball</p>	<p>Does it matter what we believe about creation?</p> <ul style="list-style-type: none"> explore different views of creation and consider the consequences of holding certain beliefs 	<p>Computing systems and networks – communication and collaboration</p> <p>Children explore how data is transferred over the internet. They initially focus on addressing, before they move on to the makeup and structure of data packets. They then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.</p>	<p>Family Links</p> <ul style="list-style-type: none"> Why we are here – understand our class community, establish clear boundaries for behaviour. Praise and criticism – recognise the impact of both praise and criticism on feelings and behaviour. Personal Power – Introduce a common term for inner strength or willpower and encourage children to take responsibility for how they use it. The Power to Choose – Recognise how they can use their personal power to make choices and also take responsibility for the consequences of their choices. Thinking about feelings – Increase awareness of their range of emotions and how they affect their own – and others' – behaviour. 	<p>La Jolie Ronde:</p> <p>Classroom routines: Answering the register Saying the date Describing the weather Asking for classroom objects Following instructions</p> <p>Recap of simple negative from Y4: <i>Je n'ai pas de As-tu...?</i></p> <p>Recap of clothes vocabulary from lesson 4 <i>+ des chaussures, des chaussettes, un sweat</i></p> <p>Recap of expressing opinions from Y3, Y4, Y5: <i>J'aime, Je n'aime pas</i></p> <p>Justifying opinions: <i>Je n'aime pas le rouge C'est + adjective</i></p>

Aut 2	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Galapagos	<p>White Rose</p> <p>Fractions B</p> <p>Converting Units</p> <p>Statistics</p> <p>Position and Direction</p>	<p>Writing Stimulus</p> <p>Seasons of Splendour by Madhur Jaffrey</p> <p>Written Outcomes</p> <ul style="list-style-type: none"> Annotations Notes for research Playscripts Notes and scripts for retelling the story Letter writing in role 	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> 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. 	<p>Geography - Galapagos Islands</p> <p>We will be comparing three contrasting localities (Headington, the Galapagos Islands, and Tuktoyaktuk) by investigating their environments, land use, weather and future challenges. This will give the children the opportunity to develop their human and physical geography knowledge, as well as their fieldwork and mapping skills.</p>	<p>Art focus: Printing</p> <ul style="list-style-type: none"> overprint using different colours create an accurate print design that meets a given criteria look carefully at the methods they use and make decisions about the effectiveness of their printing methods print onto different materials print using a new technique 	<p>Brass</p> <p>Whole class ensemble tuition</p> <p>Brass lessons are taught incorporating skills from across the national curriculum as well as instrument-specific skills.</p>	<p>Real PE 2</p> <p>In this unit, the children will develop and apply their dynamic balance on a line and counter balance with a partner through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p>Hockey</p> <p>Children learn to perform and combine skills, at speed, with confidence and control. Children choose and apply skills that meet the need of the situation such as keeping possession or moving to get away from an opponent. Children improve teamwork skills, follow rules of the game and understand formations and individual roles.</p>	<p>Is "God, made man" a good way to understand the Christmas story?</p> <ul style="list-style-type: none"> explore the concept of incarnation in the Christmas story; compare the Biblical narrative with a traditional Christmas story 	<p>Creating media – web page creation</p> <p>Children identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process they pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.</p>	<p>Family Links</p> <ul style="list-style-type: none"> Managing difficult feelings – Begin to accept and manage difficult feelings in positive ways. Nurturing Ourselves – Instil awareness of the need to nurture oneself as part of a healthy lifestyle. Peer Power – Recognise that groups have peer power and individuals have personal power. Celebrating Differences – Help children understand the positive value of difference. Saying Goodbye – Help children identify the term's successes and challenges, as part of moving forward to make a fresh start. 	<p>La Jolie Ronde</p> <p>Recap of family members from Y4</p> <p>Recap of structures from Y4 and Y5: <i>Il s'appelle; il a x ans; il est; il habite à</i></p> <p>Recap of quantifiers from Y3, Y4, Y5: <i>Très, assez</i></p> <p>Recap of adjectives from Y4: <i>Sympa, intelligent, amusant, Sportif/sportive, Beau/belle</i></p> <p>Recap of verb être from Y4 and Y5: <i>Il est, elle est</i></p> <p>Occupations vocabulary: <i>Médecin, Vendeur vendeuse, Serveur serveuse, Agent de police, Professeur</i></p>

Spr 1	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Circulation	<p>White Rose</p> <p>Ratio</p> <p>Algebra</p> <p>Decimals</p>	<p>Writing Stimulus</p> <p>Pig Heart Boy</p> <p>Written Outcomes</p> <ul style="list-style-type: none"> Diary entries Notes and scripts for debates Scripts for short plays and books trailers Persuasive texts Letters (both formal and informal) Poetry Newspaper Articles Emails <p>Poetry</p> <p>Dark Sky Park by Phillip Gross</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> 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. 	<p>Geography – Trade</p> <p>Children learn about our increasingly globalised economy, and its impacts on our communities and others around the world. Pupils will extend their knowledge by investigating everyday commodities, choices and processes, with a focus on real and recognisable products and places, and begin to explore justice, sustainability, the complex ways that the modern world works, and the importance and responsibilities of global trade for our world.</p>	<p>DT Project on a Page: Combining Different Fabric Shapes</p> <ul style="list-style-type: none"> A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. Fabrics can be strengthened, stiffened and reinforced where appropriate. 	<p>Brass</p> <p>Whole class ensemble tuition</p> <p>Brass lessons are taught incorporating skills from across the national curriculum as well as instrument-specific skills.</p>	<p>Real PE 3</p> <p>In this unit, the children will develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p>Real Gym</p>	<p>Do clothes express belief?</p> <ul style="list-style-type: none"> explore whether clothing rules and restrictions can express belief and give people a sense of identity 	<p>Programming A – Variables in games</p> <p>First, children find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. They then experiment with variables in an existing project, then modify them, before they create their own project. Finally, they apply their knowledge of variables and design to improve their games in Scratch.</p> <p>AND</p> <p>Programming A – Selection in physical computing</p> <p>Programming A – Variables in games</p>	<p>Project Ten</p> <p>Session 1 What is Crime?</p> <p>Session 2 What is Domestic Abuse?</p> <p>Session 3 Keeping Myself Safe</p> <p>Session 4 What is Hate Crime?</p> <p>Session 5 Age of Criminal Responsibility</p>	<p>La Jolie Ronde</p> <p>House and Home</p> <p>Recap of family members from Y4 and from Y6 lesson 4</p> <p>Phrases to use when playing games in French: <i>Donne-moi A toi A moi S'il te 1lait Merci</i></p> <p>Recap of phrases from Y4 and Y5: <i>Il y a; j'habite dans; j'habite à Voici Une maison Un appartement</i></p> <p>Receptive use of eight rooms of the house</p>



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Early Islamic Civilisation	<p>White Rose</p> <p>Fractions, percentages, and decimals</p> <p>Area, Perimeter and Volume</p> <p>Shape</p>	<p>Writing Stimulus</p> <p>The Viewer by Shaun Tan</p> <p>Written Outcomes</p> <ul style="list-style-type: none"> • Writing in role • Letter writing • Poetry • Narrative writing • Information text writing • Note writing • Newspaper report • Autobiography • Argument 	<p>Big Science</p> <ul style="list-style-type: none"> • 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 	<p>History - Early Islamic Civilisation</p> <ul style="list-style-type: none"> • Why do you think it is important to study Islam in this period, c.900? • How on earth were the Arabs able to spread so far, so quickly? • What can we learn about Islam from the way they set up the capital at Baghdad? • What was so special about Baghdad and how can we possibly know? • Just how amazing was daily life for rich people in Islamic Cities? • Which of the early Islamic achievements has most effect on our lives today? 	<p>Art focus: drawing/ painting</p> <ul style="list-style-type: none"> • communicate emotions and a sense of self with accuracy and imagination • explain why they have combined different tools to create their drawings • explain why they have chosen specific drawing techniques • explain what their own style is • use a wide range of techniques in their work • explain why they have chosen specific painting techniques 	<p>Brass</p> <p>Whole class ensemble tuition</p> <p>Brass lessons are taught incorporating skills from across the national curriculum as well as instrument-specific skills.</p>	<p>Real PE 4</p> <p>In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p>Real Dance</p>	<p>Is the resurrection important to Christians?</p> <ul style="list-style-type: none"> • explore the resurrection of Jesus, the Easter narrative and concepts of life after death 	<p>Data and information: Introduction to Spreadsheets</p> <p>Children will be supported in organising data into columns and rows to create their own data set. They will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. They will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. They will use spreadsheets to plan an event and answer questions. Finally, they will create charts, and evaluate their results in comparison to questions asked.</p>	<p>Project Ten</p> <p>Session 6 What is Vandalism?</p> <p>Session 7 What is Theft?</p> <p>Session 8 Child Crime Exploitation</p> <p>Session 9 Consequences of Carrying or Using a Knife</p> <p>Session 10 How Can We Help Ourselves and Those Around Us</p>	<p>La Jolie Ronde</p> <p>Recap of adjectives from Y4: <i>Petit, grand, superbe, magnifique + Immense, de luxe, en haut, en bas</i></p> <p><i>Une fenêtre</i> <i>Une piscine</i></p> <p>Recap of prepositions from Y5 + <i>Sur, sous</i></p> <p>Recap of repetition requests from Y3 and Y4: <i>Répète, s'il te plaît; répétez, s'il vous plaît; ...qu'est-ce que c'est en français?</i></p> <p>Furniture vocabulary</p>

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Biomes	<p>White Rose</p> <p>Revision</p> <p>SATs</p>	<p>Writing Stimulus</p> <p>Floodlands by Marcus Sedgwick</p> <p>Written Outcomes</p> <ul style="list-style-type: none"> • Letter writing • Writing in role • Poetry • Persuasive speeches • Free writing opportunities <p>Poetry</p> <p>Let's Chase Stars Together by Matthew Goodfellow</p>	<p>Living things & classification</p> <ul style="list-style-type: none"> • 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. 	<p>Geography – Climate and Biomes</p> <p>Children will begin to understand the difference between climate zones and biomes. They will extend their knowledge by mapping the climate zones and biomes, and using graphs, predictions and scientific experiments to understand and describe how distance from the equator affects climate around the world. Children will also learn about the plants, animals and climate within five of the world biomes, investigate their connections and interdependences, and begin to explore the effects of climate change on the world's climate zones and biomes.</p>	<p>Art focus: Collage</p> <ul style="list-style-type: none"> • justify the materials they have chosen • combine pattern, tone and shape • combine visual and tactile qualities to express mood and emotion 	<p>Brass</p> <p>Whole class ensemble tuition</p> <p>Brass lessons are taught incorporating skills from across the national curriculum as well as instrument-specific skills.</p>	<p>Real PE 5</p> <p>In this unit, the children will develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p>Orienteering</p> <p>Children develop physical fitness and can describe its importance in orienteering. Children can use a map confidently, design routes to controls and build detailed maps. Children will take part in orienteering events, choosing and applying appropriate skills for the challenge. Children understand that communicating is vital to achieving success in team games, and will work well as part of a team, contributing effectively.</p>	<p>Are saints encouraging role models?</p> <ul style="list-style-type: none"> • explore reasons behind the persecution of saints/believers; • compare the saints to the person and persecution of Jesus 	<p>Creating media – 3d modelling</p> <p>Children will develop their knowledge and understanding of using a computer to produce 3D models. They will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, they will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.</p>	<p>Family Links – Transition</p> <ul style="list-style-type: none"> • The Way Forward Children recognise both the skills they have and the skills they need for a successful transition to secondary school. • A Pat on the Back for Others Foster warmth and kindness among the class, using imaginative role play or to understand other people's experience of praise. • ...and a Pat on the Back for Me Help children build their self esteem by identifying and appreciating their own qualities and skills. • Coping Under Pressure To help children recognise pressure and their ability to resist it. • A Helping Hand To increase children's awareness of both their inner resources and their external sources of support. 	<p>La Jolie Ronde</p> <p>Planning a holiday to a French-speaking country</p> <p>Recap of days of the week and months of the year from Y3, Y4 and Y5</p> <p>Recap of verb aller from Y5: <i>on va, On va aller, partir</i></p>

Sum 2	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
The Places You'll Go...	<p>White Rose</p> <p>Themed projects, consolidation and problem solving</p>	<p>Writing Stimulus</p> <p>Macbeth</p> <p>Written Outcomes</p> <ul style="list-style-type: none"> • Letter writing • Writing and performing poetry • Note writing for report • Advertising posters • Recounts • Tickets 	<p>Electricity</p> <ul style="list-style-type: none"> • 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. 		<p>DT Project on a Page: More Complex Switches</p> <ul style="list-style-type: none"> • Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project. 	<p>Brass</p> <p>Whole class ensemble tuition</p> <p>Brass lessons are taught incorporating skills from across the national curriculum as well as instrument-specific skills.</p>	<p>Real PE 6</p> <p>In this unit, the children will develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p> <p>Athletics</p> <p>Woodlands</p>	<p>How can we know what God is like?</p> <ul style="list-style-type: none"> • explore different views of God and how some people believe they can know God or others do not believe at all 	<p>Programming B – sensing movement</p> <p>This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A')</p> <p>The unit begins with a simple program for children to build in and test within the new programming environment, before transferring it to their micro:bit. Children then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.</p>	<p>Family Links – Transition</p> <ul style="list-style-type: none"> • Hopes and Uncertainties To help children begin to focus constructively on the transition to secondary school. • Stress Busters and Mood Shifters Learn to respect each other's personal space; to help recognise the physiological reaction to stress – fight, flight, freeze- and how to respond to it. • Let's Plan to Celebrate To help children recognise the achievements of the past year. • Time to Celebrate Consolidating the children's sense of achievement, and their confidence, as they continue to prepare for change. • Moving On To identify some of the responsibilities, rights and duties ahead; to gain confidence in themselves. 	<p>La Jolie Ronde</p> <p>On va rester dans... Un hôtel, un appartement, un gîte, un camping</p> <p>On va aller, prendre Recap of means of transport from Y4: <i>En bateau, en avion, en voiture, en train</i></p> <p>On va visiter, regarder D'abord, plus tard</p> <p>Names of places to visit</p>