

Subjects	Year 5 & 6 Terms 1 & 2	Year 5 & 6 Terms 3 & 4	Year 5 & 6 Terms 5 & 6
	Being Human, Express yourself	Champions For Change/900AD	Space Explorers, What a Wonderful World
Class Book	<i>Pig Heart Boy</i>	Houses of Parliament & The Crystal <i>Clockwork</i> <i>Skelling</i>	PGL <i>Wolves of Willoughby Chase</i> <i>The Arrival</i>
History		<p>Historical enquiry - Address and sometimes devise historically valid questions about change cause, similarity and difference and significance.</p> <p>Historical interpretations - make comparisons between aspects of periods of history and the present day.</p> <p>Understanding of events, people and changes. Describe a non-European society that provides contrasts with British history - one study chosen from early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilisation c.AD900, Benin (West Africa) c. AD 900-1300.</p> <p>Understanding of events people and changes. Use evidence to support arguments.</p> <p>Understanding of events, people and changes. Give some reasons for some important historical events.</p> <p>Understanding of events, people and changes. Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.</p> <p>Historical enquiry - Understand how our knowledge of the past is constructed from a range of sources.</p>	
Geography			Know and describe where a variety of places are in relation to physical and human features.

Science

Animals including Humans 5 & 6

Describe the changes as humans develop to old age

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.

Electricity/Light - Observations

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.

Use maps, atlases, globes digital/computer mapping locate countries and describe features studied.

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.

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).

Recognise the different shapes of countries. Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.

Earth & Space

Living Things, Habitat

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

Describe the movement of the Moon relative to the Earth.

Describe the Sun, Earth and Moon as approximately spherical bodies.

Describe the ways in which nutrients and water are transported within animals, including humans.

Describe the changes as humans develop to old age

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.

Recognise that he/she needs light in order to see things and that dark is the absence of light.

Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings.

Notice that light is reflected from surfaces.

Recognise that light from the sun can be dangerous and that there are ways to protect eyes.

Recognise that shadows are formed when the light from a light source is blocked by a solid object.

Find patterns in the way that the size of shadows change.

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Give reasons for classifying plants and animals based on specific characteristics.

Group and classify things and recognise patterns.

Find things out using a wide range of secondary sources of information.

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.

D&T

Plan a healthy meal eg salad or stirfry

Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active.

Survival tent for a biome

Small models

Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities.

Understand seasonality and the advantages of eating seasonal and locally produced food.
Read and follow recipes which involve several processes, skills and techniques.

Use technical knowledge accurate skills to problem solve during the making process.
Use his/her knowledge of famous designs to further explain the effectiveness of existing products and products he/she have made.
Use a wide range of methods to strengthen stiffen and reinforce complex structures and can use them accurately and appropriately.
Apply his/her understanding of computing to program, monitor and control his/her product.

Art

Observational drawing
Drawing parts of arrangement
(pastels)

Painting

Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.

Use a range of brush strokes to indicate changes in shape and form.

Mix colours to express mood, divide foreground from background or demonstrate tones.

ICT

Unit 6.2 - Online Safety
Weeks - 2
Programs - Various

Unit 6.3 - Spreadsheets
Weeks - 5
Programs - 2Calculate

Unit 6.6 - Networks
Weeks - 3

Unit 6.1 - Coding
Number of weeks - 6

Unit 6.5 - Text Adventures
Weeks - 5

Unit 6.7 - Quizzing
Weeks - 6

Main Programs - 2Code

Programs - 2Code, 2Connect

Programs - 2Quiz, 2DIY, Text Toolkit, 2investigate

Unit 6.4 - Blogging
Weeks - 5
Programs - 2Blog

PE

Diet and hygiene

Evaluate whether a diet is healthy or not, using vitamins and minerals to justify the answer.
Identify how different food should be eaten for nutritional purposes.

Explain the effect that high cholesterol has on the human body.

Understand that endorphins are released during exercise and that these are linked with happiness
Explain the different parts of sleep and why this is important for the body.

Healthy bodies

Using scientific vocabulary, explain what happens to our bodies during and after exercise.

Explain the difference between good bacteria and bad bacteria.

Healthy mind

Set achievable personal goals and successfully reflect on these, perhaps setting next steps.
Explain the various aspects of mental health.

Understand different levels of confidence and its effect on life.

Understand emotional intelligence.

Personal and social

Understand that being healthy incorporates body, mind and lifestyle.

Acquiring and developing skills

Perform a drop-kick.

Perform a basketball dribble.

Strike a ball with a range of bats for accuracy and distance.

Applying skills and using tactics

When planning activities and actions, take into account a range of strategies, tactics and routes to success, considering his/her strengths and weaknesses and the strengths and weaknesses of others.

Evaluating and improving performances

Analyse, modify and refine skills and techniques and how these are applied.
Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.

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Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.

Evaluate and improve performance.

French

*Numbers and greeting
Colours and letters to Santa*

*Fruit
Days of the week/months of year*

*Easter - France
Revision*

PSHE

*Being me in My World
Celebrating difference*

*Dreams and goals
Healthy me*

*Relationships
Changing me*

**Literacy
Genres**

*Newspapers
Scientific reports
Persuadians/discussion*

*Story writing/setting - building tension
Poerty
Biographies*

*Non-chronological reports
Poetry
Scientific explanations*











