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| Year 5/6 | | | | | | |
| | Autumn Term 1 | Autumn Term 2 | Spring Term 3 | Spring Term 4 | Summer Term 5 | Summer Term 6 |
| Humanities (History/ Geography) | Off With her Head! <i>(Local History-Tudors)</i> Meet the terrible Tudors and their interesting reign over Britain. Find out how the Battle of the Roses began in the era of the Tudor Kings and Queens. Learn about the six wives of Henry VIII and their gruesome ending; the move from a Catholic Church to Protestant and how this impacted the Britain we live in today. Children will visit Tutbury Castle.  | | Water World <i>(Water, Rivers, Oceans)</i> Find out about why water is so important. Learn the names and location of oceans, seas and rivers around the world. Look at how water has shaped the land we live in. Find out about the contrasting regions and the landscape and climate of this wonderful continent.  | Battle of Britain <i>(Historical British Theme)</i> Discover when and why World War II began and find out about the key individuals and countries involved. Discover all about evacuation; learn what it is like to live with food rationing and explore the contribution made by women to the war effort.  | North America <i>(Rockies)</i> Journey across the Atlantic to North America where you will learn about the continent of North America and the Countries that form it.  | |
| Art | Design for a Purpose Children design to a given criteria; developing design ideas for a room interior, a coat of arms and a product to fit a given name.  | Art and Design Skills Children develop design, drawing, craft, painting and art appreciation skills – creating an invention, expanding on an observational drawing, using a poem to create a portrait and painting an enlarged section of a drawn collage.  | Every Picture Tells a Story Children explore the meaning behind art – analyse the work of Banksy; make symmetry prints inspired by Rorschach, tell a story using emojis, re-enact a poignant war scene and take inspiration from ceramic artist Odundo.  | | Formal Elements: Architecture Children learn how to draw from observation, create a print and draw from different perspectives. They learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them.  | |
| Science | Living things and habitats (Biology) Children will revise the animal groups before describing the life cycle of a mammal and a bird. They will be able to discuss metamorphosis. They will learn about Jane Goodall and her work with Chimpanzees. Children will take cuttings and describe the life process of reproduction in some plants.  | Electricity (Physics) Children will give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. They will look at conductors and insulators and how to stay safe near electricity.  | Animals, including humans (Biology) Throughout this unit, children will explore the changes that occur as humans develop to old age.  | | Forces (Physics) Children will be able to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. They will study air-resistance, water resistance and friction. They will look at levers, pulley's and gears.  | Living things and habitats Children 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. They give reasons for classifying plants and animals based on specific characteristics.  |
| DT | Mechanical Systems: Pop-Up Book Children create a functional four-page pop-up storybook design, using a lever, sliders, layers and spacers to create paper-based mechanisms.  | Electrical Systems: Making a Greeting Card. Children learn about the development of exchanging personal messages, to the invention of the Penny Black stamp. They develop an electronic greeting card, using paper-applicable circuit components  | Textiles: Stuffed Toys Children design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch.  | | Structures: Bridges Children test and analyse various types of bridge to determine their strength and stability. Hey explore material properties and sources, before marking, sawing and assembling a wooden truss bridge.  | Food: What could be Healthier? Children discover the farm to fork process, understanding the key welfare issues for rearing cattle. They compare the nutritional value of existing sauces and develop a healthier recipe.  |
| RE | What matters most to Christians and humanists Children will consider what Christians believe | What would Jesus do? Can we live by the values of Jesus in | What does it mean to be a Muslim in Britain today? (Part 1 and 2) Children will visit a Mosque in Derby and take part in a workshop about Daily life for Muslims in our local area. Children learn about the Muslim practice of the five pillars and their beliefs about God and the | | Is God is everywhere? Why go to a place of Worship? Children make connections between how believers feel about places of worship in different traditions. They select and describe the most important functions of a place of worship in the community, including | |

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| | <p>about humans being made in the image of God, describe some Christian and Humanist values and consider their own ideas about some big moral concepts, e.g. fairness, honesty etc.</p>  | <p>the 21st Century?</p> <p>Children look at some of Jesus Parables and discuss what they might teach Christians about how they live. They explain the impact of Jesus’ teachings on Christians today and express their opinion about what Jesus would do in relation to a moral dilemma from the world today.</p>  | <p>prophet Muhammad. They consider the significance of the Holy Qur’an to Muslims. They compare the guidance a Muslim uses and the guidance they experience.</p>  | | <p>during difficult times. They present ideas about the people in a place of worship rather than the building itself.</p>  | |
| PE | <p>Health and Fitness: Agility – Ball Chasing and Static Balance – Stance</p> <p>Invasion Games (Netball/Basketball)</p> | <p>Personal: Co-ordination – Footwork and Static Balance – One Leg</p> <p>Dance</p> | <p>Creative: Co-ordination – Sending & Receiving and Counter Balance – With a Partner</p> <p>Forest Schools</p> | <p>Cognitive: Dynamic Balance – On a Line and Co-ordination – Ball Skills</p> <p>Gymnastics</p> | <p>Applying Physical: Agility – Reaction/ Response and Static Balance – Floor Work</p> <p>Athletics</p> | <p>Social: Dynamic Balance to Agility – Jumping & Landing and Static Balance – Seated</p> <p>Swimming</p> |
| Music | <p>Composition notation (Ancient Egypt)</p> <p>Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and then experiment with notating their compositions in different ways to help develop their understanding of staff notation.</p>  | <p>Theme and variations (Pop Art)</p> <p>Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ onto different instruments</p>  | <p>Dynamics, pitch and texture (Fingal’s Cave)</p> <p>Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>  | <p>Songs of World War 2</p> <p>Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts</p>  | <p>Blues</p> <p>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.</p>  | |
| PSHE | <p>Being Safe</p> <p>Children understand how to make informed decision and the risks in different situations. They understand how rules are designed to keep them safe, both emotionally and physical, and where to go if they need help. They look at why it is important to keep information safe online and how to become digitally responsible.</p>  | <p>Being Me</p> <p>Children explore different responsibilities at school and in the community. They identify what being part of a community means. They identify what differences and similarities between people arise from a number of factors.</p>  | <p>Drug Education</p> <p>Children consider how to make an informed choice by identifying a range of drugs and substances and assessing some of the risks/effects. They identify when an influence becomes a pressure and develop the skills of how to ask for help. They understand the term ‘habit’ and why habits can be hard to change.</p>  | <p>Money Matters</p> <p>Children understand how finances play an important part in people’s lives and the concepts of interest, loan, debt and tax. They develop enterprise skills and critique how social media presents information.</p>  | <p>Changes</p> <p>Children explore how to manage difficult emotions positively. They look at transitions to secondary schools, and the practise of asking for help and knowing where to go for it. They explore how to manage the feelings associate with loss, separation, divorce and bereavement.</p>  | <p>Growing Up</p> <p>Children explore how images in the media and online do not always reflect reality. They identify intensity of feelings and conflicting feelings. They understand changes during puberty and human reproduction. They identify qualities of healthy relationships, about loving committed relationships. They look at the similarities and differences between people, but understand that they are all equal. They debate topical issues.</p>  |
| Computing | <p>Basic Skills</p> <p>Children learn how computers have evolved over time and improve abilities in Microsoft Word and improve their touch typing skills.</p>  | <p>Music and Sound</p> <p>Children continue to develop their knowledge of what input and output devices are needed to record sound. They explore how to record and playback sound in audacity.</p>  | <p>Online Safety Day</p> <p>Children will follow the theme of National Safer Internet day to ensure they learn how to be as safe as possible online.</p>  | <p>Multi-Media – Film Making</p> <p>Children design and create a PowerPoint presentation involving the five multimedia elements to present information about the Battle of Britain.</p>  | <p>Programming – Wedo Lego</p> <p>Children will develop their programming skills. They will explore how to design a quiz in response to a given task and implement it as a program.</p>  | <p>Multi-Media</p> <p>Children will continue improving their multi-media skills by creating a video for younger children about their current classes, ready for when children move into Year 5/6 the following September.</p>  |

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| French | La Maison Tudor (The Tudors) Children look at verbs, adjectives and nouns to identify key facts of Tudor History, including true or false activities about Henry VIII and his 6 wives. Children will learn how to decode longer passages of French.  | As-Tu un Animal (Do you have a Pet?) Children learn the names of 8 common pets, and how to say they have them, they don't have them and their names.  | Quelle Est La Date Aujourd'hui? (What is the Date?) Children create a French calendar using the 12 months of the year, how to say today's date and also the date of their birthday through a range of role play activities.  | En Classe (In the Classroom) The key vocabulary for classroom instruction and classroom stationery are introduced. Children will be able to say what they do and do not have in their pencil case.  | Les Vetements (Clothes) Children work towards holding a fashion show by increasing their vocabulary of different clothing items. They begin to look at different regular verb forms.  | Les Habitats (Habitats) Children build up to producing their own presentation after learning about different habitat types and the plants and animals within them.  |
| Green Project | Make a bug hotel  | | | | | |