

Year A	Autumn	Spring	Summer
	Year 5/6	Year 5/6	Year 5/6
Topic Title	Time travellers: Ancient Egypt, Ancient Greeks, Mayan society and Tudors.	Out of this World/or Galactic	Carnivals
Stunning Start Marvellous Middle	Castle museum	Cosmodome	Celebration party
Key text	The girl of ink and stars	Cosmic	The nowhere emporium
Art & Design	<p>Hieroglyphics</p> <p>Sculpture and sarcoophusis</p> <p>Creating imaginary Greek animals - morphisms</p> <p>Masks</p> <p>Tudor portraits</p> <p>Hobein</p> <p>□ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>□ 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]</p> <p>□ about great artists, architects and designers in history.</p>	<p>Make your own solar system and rocket/Evaluate and test ideas.</p> <p>□ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>□ 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]</p>	<p>Costumes</p> <p>Masks</p> <p>Floats</p> <p>□ 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]</p>
Computing			
Design & Technology		<p>Create moving model of the solar system</p> <p>Holst moon Buggy</p> <p>Technical knowledge</p>	<p>Trying food from around the world</p> <p>□ understand and apply the principles of a healthy and varied diet</p>

		<ul style="list-style-type: none"> □ apply their understanding of how to strengthen, stiffen and reinforce more complex structures □ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] □ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] □ apply their understanding of computing to program, monitor and control their product 	<ul style="list-style-type: none"> □ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques □ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
Geography	<p>Locate Egypt, Greece, and discuss features of the region.</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Bewerley Park Orienteering</p> <p>four and six-figure grid references, symbols and key</p>	<p>Marvellous Maps: Map skills, including atlas, coordination etc</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ 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. 	<p>Locational knowledge: Exploring Eastern Europe</p> <p>Knowledge of the continents. Size of countries. Capital cities, population</p> <ul style="list-style-type: none"> □ 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)
History	<p>Look at Ancient Egypt, Ancient Greece The achievements of the earliest and Mayan Civilization</p> <p>civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <ul style="list-style-type: none"> □ Ancient Greece – a study of Greek life and achievements and their influence on the western world □ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<p>Space Race</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Originals of Carnival vs Notting Hill Carnival</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>
Music	<p>Tudor music i.e. Greensleeves</p> <ul style="list-style-type: none"> □ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ listen with attention to detail and recall sounds with increasing aural memory □ use and understand staff and other musical notations □ develop an understanding of the history of music. 		<p>Samba drumming and dancing</p> <ul style="list-style-type: none"> □ 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 □ 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.
PE	<p>Y5/6 Autumn 1: Unit 1 Coordination - Ball skills (card 9) Agility and reaction/response (card 12)</p> <p>Y5/ 6Autumn 2: Unit 6 Agility - Ball chasing(card 11) Coordination with equipment (card 8) Games lesson Autumn 1: Tag Rugby Autumn 2: Football Bewerley:</p>	<p>Y5 -spring 1 Unit 1 Coordination - Ball skills (card 9) Agility and reaction/response (card 12) Y6 spring 1 Unit 5 static ball balance (card 4) Coordination - Floor movement patterns (card 10)</p> <p>Spring 2 Y5 Unit 5 static balance - small base (card 4) Coordination - Floor movement patterns Spring 2 Y6:Unit 6 Agility Ball chasing (card 11) Coordination with equipment (carad 8(Games lesson: Spring 1 Netball Spring 2 basketball</p>	<p>Y5 summer 1 Unit 1 coordination - ball skills (card 9) Agility and reaction/response (card 12) Y6 summer 1 Unit 1 coordination - ball skills (card 9) Agility and reaction/response (card 12) Y5 summer 2 Unit 4 static balance (cards 1) Balance to agility (cards 6)</p> <p>Y6 summer 2 Unit 4 static balance (cards 1) Balance to agility (cards 6)</p> <p>Games: Summer 1 Tennis Summer 2 cricket</p>
French	<p>Autumn 1 Y5: Ma Famille (unit 13) Y6: Les portraits (unit 19) Autumn 2 Y5: On fait le fate (unit 14) Y6: Les Cadeaux (unit 20)</p>	<p>Spring 1 Y5: Cher Zoo (unit 15) Y6: Le Carnaval des animaux (unit 21) Spring 2 Y5: Le petite dejeuner unit 16) Y6: Au café (unit 22)</p>	<p>Summer 1 Y5: Vive le temps libre (unit 17) Y6: Tour de France (unit 23) Summer 2 Y5: A la plague (unit 18) Y6: Destinations (unit 24)</p>
PSHCE	Physical health	Keeping safe and managing risk	Drug, alcohol and tobacco education

	<p>and wellbeing</p> <p>In the media</p> <p>Identity, society and equality</p> <p>Stereotypes, discrimination and prejudice (including tackling homophobia)</p>	<p>When things go wrong</p> <p>Mental health and emotional wellbeing</p> <p>Dealing with feelings</p>	<p>Different influences</p> <p>Careers, financial capability and economic wellbeing</p> <p>Borrowing and earning money</p>
RE	<p>U2.1 Why do some people believe the God exists?</p> <p>U2.4 If God is everywhere, why go to a place of worship? (Possible RE week or fortnight with a focus on visiting a church and the Mandir)</p>	<p>U2.2 What would Jesus do? (Can we live to the value of Jesus in the twenty-first century?)</p>	<p>U2.6 What does it mean to be a Muslim in Britain today?</p>
Science	<p>Evolution</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>Space and forces -</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <ul style="list-style-type: none"> □ describe the movement of the Moon relative to the Earth □ describe the Sun, Earth and Moon as approximately spherical bodies □ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. □ 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 <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</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.

Fabulous Finish	Assembly for parents showing what they have learned.	Science museum	
Spacing and Interweaving opportunities			
Curriculum objectives covered in purple Key activities in blue			

Year B	Autumn	Spring	Summer
	Year 5/6	Year 5/6	Year 5/6
Topic Title	Sandbags and sirens	Wonderful world	We can be heroes
Stunning Start Marvellous Middle	Theatre Eden Camp		Summer fair
Key text	Letters from the Lighthouse Boy in the striped pyjamas Warhorse?	Wonder Journey to Joberg	Malayla standing up for girls rights Pig heart boy Billy the kid
Art & Design	WW1/WW2 Propaganda posters Poppies Clay tiles David Bomberg □ 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		Van Gogh Warhol British artists David Hockney Andy Goldsworthy Damien Hurst Francis Bacon Georgia o Keith □ to create sketch books to record their observations and use them to review and revisit ideas

	<p>materials [for example, pencil, charcoal, paint, clay]</p> <p>□ about great artists, architects and designers in history.</p>		<p>□ 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]</p> <p>□ about great artists, architects and designers in history.</p>
Computing			
Design & Technology	<p>Make do and mend Dolly pegs</p> <p>Design □ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups □ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make □ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately □ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate □ investigate and analyse a range of existing products □ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work □ understand how</p>	<p>Re using - up cycling Reusable bags/fashion show</p> <p>Design □ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups □ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make □ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately □ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate □ investigate and analyse a range of existing products □ evaluate their ideas and products against their</p>	<p>Design challenge - make product to sell at summer fair</p> <p>Design □ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups □ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make □ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately □ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate □ investigate and analyse a range of existing products □ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work □ understand how key events and individuals in design and technology have helped shape the world</p>

	key events and individuals in design and technology have helped shape the world	own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world	
Geography	<p>Locational knowledge</p> <p>Look at all countries: Look at the continents and countries involved with the war. Look at capital cities.</p> <p>Look at UK names and identify why they were targets of the enemy. Understand why some parts of the UK were not bombed. Look at Thirsk and features.</p> <p>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</p> <p>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</p> <p>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</p>	<p>Enough for Everyone – looking at energy, renewable energy, electricity etc and food from around the world.</p> <p>Our changing World – coastal erosion etc</p> <p>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</p> <p>Geographical skills and fieldwork</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Trade and economics: Looking at trade and fair trade, Global economy.</p> <p>Human geography, including:</p> <p>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>

	Meridian and time zones (including day and night)		
History	<p>WW1 WW2</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>The railways</p> <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<p>The Tudors</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
Music	<p>War world two songs i.e. run rabbit run</p> <p>Propaganda music</p> <ul style="list-style-type: none"> □ listen with attention to detail and recall sounds with increasing aural memory □ 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>Songs that have caused change/political music i.e. Free Nelson Mandela/We don't need no education etc</p> <ul style="list-style-type: none"> □ 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.
PE	<p>Y5/6 Autumn 1:</p> <p>Unit 1 Coordination – Ball skills (card 9)</p> <p>Agility and reaction/response (card 12)</p> <p>Y5/ 6Autumn 2:</p> <p>Unit 6 Agility – Ball chasing(card 11)</p> <p>Coordination with equipment (card 8)</p> <p>Autumn 1: Tag Rugby</p>	<p>Y5 –spring 1</p> <p>Unit 1 Coordination – Ball skills (card 9)</p> <p>Agility and reaction/response (card 12)</p> <p>Y6 spring 1</p> <p>Unit 5 static ball balance (card 4)</p> <p>Coordination – Floor movement patterns (card 10)</p> <p>Spring 2 Y5</p>	<p>Y5 summer 1</p> <p>Unit 1 coordination – ball skills (card 9)</p> <p>Agility and reaction/response (card 12)</p> <p>Y6 summer 1</p> <p>Unit 1 coordination – ball skills (card 9)</p> <p>Agility and reaction/response (card 12)</p> <p>Y5 summer 2</p> <p>Unit 4 static balance (cards 1)</p> <p>Balance to agility (cards 6)</p>

	<p>Autumn 2: Football Y6 Bewerley</p>	<p>Unit 5 static balance - small base (card 4) Coordination - Floor movement patterns Spring 2 Y6:Unit 6 Agility Ball chasing (card 11) Coordination with equipment (card 8) Games lesson: Spring 1 Netball Spring 2 basketball</p>	<p>Y6 summer 2</p> <p>Unit 4 static balance (cards 1) Balance to agility (cards 6)</p> <p>Games: Summer 1 Tennis Summer 2 cricket</p>
French	<p>Autumn 1 Y5: Ma Famille (unit 13) Y6: Les portraits (unit 19) Autumn 2 Y5: On fait le fête (unit 14) Y6: Les Cadeaux (unit 20)</p>	<p>Spring 1 Y5: Cher Zoo (unit 15) Y6: Le Carnaval des animaux (unit 21) Spring 2 Y5: Le petit déjeuner (unit 16) Y6: Au café (unit 22)</p>	<p>Summer 1 Y5: Vive le temps libre (unit 17) Y6: Tour de France (unit 23) Summer 2 Y5: A la plage (unit 18) Y6: Destinations (unit 24)</p>
PSHCE	<p>Sex and relationship education Healthy relationships / How a baby is made</p>	<p>Drug, alcohol and tobacco education Weighing up risk</p> <p>Identity, society and equality Human rights</p>	<p>Mental health and emotional wellbeing Healthy minds</p> <p>Keeping safe and managing risk Keeping safe - out and about FGM</p>
RE	<p>U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? U2.8 What difference does it make to believe in ahimsa, grace and or Ummah?</p>	<p>U2.7 What matters most to Christians and Humanists?</p>	<p>U2.3 What do religions say when Life gets hard?</p>

Science	<p>Materials -</p> <p>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</p> <p>□ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>□ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>□ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>□ demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>□ 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.</p>	<p>Humans and other animals / habitats -</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>□ 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</p> <p>□ give reasons for classifying plants and animals based on specific characteristics. Describe the changes as humans develop to old age.</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>□ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>□ describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Electricity</p> <p>□ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>□ 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</p> <p>□ use recognised symbols when representing a simple circuit in a diagram.</p>
Fabulous Finish			
Spacing and Interweaving opportunities			
<p>Curriculum objectives covered in purple</p> <p>Key activities in blue</p>			

