Year 5 and 6	Term 1 Respect	Term 2 Service	Term 3 Perseverance	Term 4 Forgiveness	Term 5 & 6 Compassion Creativity
Cycle A	History Greek Gods Galore 700-480BC	Science To Infinity and Beyond	Geography Global Gardens (Human Geography & European Study)	Literacy Traditional Tales (Twisted Tales)	History/Geography WW2 – Digging for Victory 1939-1945
Hooks	Horrible Histories Workshop Toga/Dress up day Olympics Day	Making the Big Bang Theory – chef hats & Play-Doh Moon Phases - Oreos	A local Geographical study – Bow Wow/South Cerney Dress up day /food themed day linked to country of study	Dressing up as characters from Little Red Riding Hood	Water Bomb Blitz Re-enactment of Air Raid Siren – under tables Dunkirk Bombings (playground - balls)
Trips/Visitors	Horrible Histories visitor The Wilson, Cheltenham – Loan Boxes	Explorer Dome We The Curious – Planetarium	Expert on chosen European Country (Germany – Mrs Rothery)	Theatre show	STEAM Museum Trip The Wilson, Cheltenham – Loan Boxes Corinium Museum – Loan Boxes
Literature	Groovy Greeks – Horrible Histories Illustrated Stories of Greek Myths Who let the Gods out? https://www.booksfortopics.com/ancient-greece Literacy Shed – VIPERS	Aliens love Underpants Horrible Science https://www.booksfortopics.com/space-ks2	David Attenborough – A life on Planet Earth Darwin's Dragons (Literacy Shed) https://www.booksfortopics.com/houses-and-homes	Three Little Pigs – twisted tales? Little Red Riding Hood – twisted tales? The Grimm Brothers Tales The Twisted Tales? Revolting Rhymes? The Secret Life of Princesses The Three Little Wolves and The Big Bad Pig	Letters from the Lighthouse Goodnight Mr Tom Carrie's War Newspaper Extracts https://www.booksfortopics.com/ww2
English – Writing Opportunities	Myths and Legends – Narrative in a different culture – Write own story linked Greek mythology Explanatory Text – NCR on Greek God Narrative with a moral – Icarus e.g flying too close to the sun, Midas and his gold	The Snowman –first person narrative Formal Letter of Application – To join a space mission e.g. Richard Branson to Mars Biography – Tim Peake, Neil Armstrong, Buzz Aldrin, Neil De Grass Tyson	3rd Person Narrative – The Present Literacy Shed Performance poetry - Michael Rosen performances	Twisted Tales – Narrative with dialogue (first person) – LRRH Persuasive Writing (one-sided) – court speeches about The Three Little Pigs Poetry for Easter Service Literacy Shed – The Three Little Pigs, Red Miss Take	Newspaper Reports – The Blitz or another key event Blitz Poetry Discursive Writing – Winston Churchill speech Poetry for end of year poetry and leavers' service Literacy Shed – Beyond the Lines, The Piano
Science	Chemistry: Properties and Changes of Materials – Part 1 (Y5) Classifying, comparing, grouping materials - 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	Physics: Earth & Space (Y5) - 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 - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	Biology: Evolution (Y6) - 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 Biology: RSE (Animals including Humans – Y5) - describe the changes as humans develop to old age	Chemistry: Properties and Changes of Materials – Part 2 (Y5) Solids, liquids, gases, reversible and irreversible changes - 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	Physics: Light (Y6) - 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 Working Scientifically (Y5 & Y6) – Science Hooks – fun experiments

				- 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	
Significant Figures	- Sappho – First female Ancient Greek Poet - Aspasia – Political Advisor - Gorgo – Queen of Spartia - Aristotle - Homer - Socrates - Alexander The Great - Pythagoras - Usain Bolt & Shelly-Ann Frazer-Pryce – impact on athletics - Galen – Medical Investigator - Hypatia – Philosopher & Mathematician - Marie Curie – link to Science	- Neil DeGrasse Tyson - Mary Jackson, Katherine Johnson, Dorothy Vaughan - Peggy Whitson - Jessica Meir, Christina Koch - Neil Armstrong - Tim Peake	- Cora Coralina - Key members from 'Survivors' Book - Anita Garibaldi - revolutionary	- The Grimm Brothers - Significant authors across a period of time – pseudonyms - Marie Curie – link to Science	- Queen Elizabeth II - Winston Churchill - Adolf Hitler - Nepalese involvement in armies - Josephine Baker – WW2 Spy who hid refugees to keep them safe - Miss Joy Lofthouse from Cirencester – train named after her
History	- Broader History Study: Ancient Greece – what the Greeks did for us. - Study of Greek life and achievements and their influence on the Western World. Examples include: Olympics, debates (democracy), philosophers, law, the arts, medicine, language, science, mathematics, architecture and some inventions.				- British History: World War 2 - *a significant turning point in British history,* - Chronology of WW2 events and where WW2 sits in British History - Local History Study – Bombings in Cheltenham -
Geography		- Identify the position and significance of the Greenwich Meridian and time zones including Day and Night.	- Understand geographical similarities and differences through the study of human and physical geography of South Cerney and a region of Europe. - Use ordinance survey maps and a compass to build knowledge of the local area. - Longitude and latitude - Use fieldwork to observe, measure, record and present the human and physical features in the local area e.g. sketch maps and graphs.		- Name and locate counties, cities, regions and features of UK. - Locate the world's countries (involved & not involved in WW2), using maps to focus on Europe (including the location of Russia). - Use ordinance survey maps and a compass to build knowledge of the area bombed in Cheltenham.
Art	*Observational drawing of artefacts* **Year 6 project – self-portrait and half of your face is things that make you you. Inner and outer self-portrait** - 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,	*Moon Phases using chalk on black paper – developing design techniques using chalk and contrasting dark and light tones* *Mixed media - Reflection Art – draw a spacesuit with helmet and reflect the picture behind the camera in helmet. Line and pen*	*Observational drawings of local landscapes - use sketch books and develop shading skills* *Romero Britto – study the art and create own piece – exploring shape and colour.*	*Observational Drawing through self-portraits, then take half of the drawing for next idea.* *Picasso-style self-portrait – distort half of your face in cubism.* - To create sketch books to record their observations and	*Propaganda Art – use drawing and design techniques with pencil and paints* *Blitz (Silhouette) Art – mixing paint colours to achieve a sunset effect for Blitz Art*

	painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	*drawing for space suit. Oil pastels, chalk* - 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]	- 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] - To learn about great artists, architects and designers in history.	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] - To learn about great artists, architects and designers in history.	- 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]
DT	*Create a 3D model of the Parthenon – junk modelling, straws, lollipop sticks?* *Ancient Greek Pots (draw on already-bought plastic pots/clay) – use traditional Greek patterns* **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 **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 **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 **Technical Knowledge** - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	*Motorised Space Buggies –working collaboratively and from a brief to design from Kinex, make from a range of raw materials and evaluate the finished product of a motorised space buggy.* **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 **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 **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 **Technical Knowledge**	*Cooking associated with country of study* **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 **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 **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	*Gaudi-style lizards made out of clay – each group makes a body part of the lizard and we form them together. Let them air dry and then collaboratively paint.* **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 **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 **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	*Bomb Shelters – Design, make and evaluate a bomb-proof 3D structure* *Cooking/Growing produce – understand seasonality and know where and how ingredients are grown (Digging for Victory and Rationing)* **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 **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 **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

		- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures - Apply their understanding of computing to program, monitor and control their products – linked to Computing: Modelling		**Technical Knowledge** - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	- Understand how key events and individuals in design and technology have helped shape the world **Technical Knowledge** - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures - Apply their understanding of computing to program, monitor and control their products – linked to Computing: Binary
Music	**Happy (Pop/Motown)** *- Perform and compose in solo and ensemble context using their voices expressively and with increasing accuracy* **Reflect, Rewind and Replay (Western Classical)** *- Appreciate and understand a wide range of music drawn from the great composers* **Production Songs** *- Sing confidently and maintain parts while others are performing* *- Perform in ensemble contexts using their voices with increasingly accuracy, fluency, control and expression*	**Classroom Jazz 2 (Jazz, Latin, Blues)** **Christmas Carols** **Gustav Holst – The Planets** *- Learn about the inter-related dimensions of music through playing the glockenspiels*	**A New Year Carol (Benjamin Britten)** *- Learn about 'Britain's Friday Afternoon Songs' (Great Composer)* **Samba (Latin)** *- Understanding rhythm* *- Understand a wide range of music drawn from different traditions*	**Music and Me (Both sides now)** *- Understand the role of inspirational women working in music (part of brighter sounds gender equality initiative)*	**Vera Lynn and Glenn Miller (1930-40's Jazz)** **You've Got A Friend/ I'll Be There (Pop)** *- Chronology of music history* *- To understand the importance of music during WW2 to boost morale of soldiers and civilians.*
PE	**Gymnastics** - Develop flexibility, strength, technique, control and balance - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Netball** - Play competitive games, applying basic principles - Use running, jumping, catching and throwing in isolation and in combination	**Dance** - Perform dances using a range of movement patterns **Football** - Play competitive games, applying basic principles	**Gymnastics** - Develop flexibility, strength, technique, control and balance - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **TAG Rugby** - Play competitive games, applying basic principles - Use running, jumping, catching and throwing in isolation and in combination	**Dance** - Perform dances using a range of movement patterns **Hockey** - Play competitive games, applying basic principles	**Gymnastics** - Develop flexibility, strength, technique, control and balance - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Dance** - Perform dances using a range of movement patterns **Athletics** - Develop flexibility, strength, technique, control and balance **Cricket** - Play competitive games, applying basic principles - Use running, jumping, catching and throwing in isolation and in combination
Computing	**Online Safety – Web searches etc. (Y6) – 3 lessons** **Networks (Y6) – 3 lessons** - 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.	**Modelling (Y5)** - 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,	**Quizzing (Y6)** **Online safety link to E-safety week.** - Select, use and combine a variety of software (including internet services) on a range of	**Spreadsheets (Y6) Crash Course** - 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	**Binary** - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

	- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - 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.	analysing, evaluating and presenting data and information.	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.	accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	- 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 - 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
MFL	• listen attentively to spoken language and show understanding by joining in and responding • 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				
MFL	Greetings	Introducing myself	My Family	At home	Pets School
RE	**2B.1 God – What does it mean if God is holy and loving?** Make sense of belief: • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms Understand the impact: • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship Make connections: • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	**U2.6 Kingdom of God – What kind of king was Jesus?** Make sense of belief: • Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations Understand the impact: • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways Make connections: • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance	**2.7 Hinduism - Why do Hindus want to be good?** Make sense of belief: • Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. Understand the impact: • Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways Make connections:	**U2.12 Faith – How does faith help when life gets hard?** Make sense of belief: • Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life • Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences Understand the impact: • Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) • Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives Make connections:	**T5 – U2.10 Humanists and Christians – What matters most to Humanists and Christians?** Make sense of belief: • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') Understand the impact: • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view

		of love and service in the world today.	• Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.	• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these • Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.	Make connections: • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. **T6 – U2.11 Atheists – Why do some people believe in God and some do not?** Make sense of belief: • Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God Understand the impact: • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) Make connections: • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning.
PSHE	**Resilience – Make me a Superhero** *- Exploring what is resilience* *- Developing resilience skills*	**Anti-Bullying and Equalities** *- What is bullying?* *- How are we similar and different?* *- How are families similar and different?* *- Exploring gender stereotypes* *- How to stay safe online*	**Relationships & Sex Education (RSE)** *- Physical changes in puberty* *- Personal hygiene linked to puberty* *- Facts of the human life cycle, including sexual intercourse#*	**Mental Health and Emotional Wellbeing** *- What is mental health?* *- How can we take care of it?* *- How feelings and emotions can be managed at challenging or difficult times* *- Feelings and common anxieties people face when*	**T5: GHLL Drugs Scheme of Work** *- What is a drug?* *- What are legal and illegal drugs?* *- What can we do to reduce risk to ourselves and others?*

			Vocabulary used; puberty, hormones, menstruation, progesterone, oestrogen, testosterone, erection, penis, testicles, sperm, ova, ovum, ovary, uterus, vagina, fallopian tubes, families, adoption, lesbian and gay relationships, wider family, brother, sister, step or half brother and sister, grandparents, genetics, chromosomes, characteristics, traits.	*transitioning to Secondary School*	*- To begin to think about why people might choose to use recreational drugs* *- Identify some strategies for dealing with being persuaded* *- Learn about the dangers of handling discarded needles and syringes (Y6)* **T6: Citizenship and British Values** *- Understand the term democracy and why it matters* *- Take part in a fair vote* *- Explore rules learning their value and purpose* *- Explore the right to live in freedom and support others' right to live in freedom* *- Explore the UN Children's Rights*

Year 5 and 6	Term 1 Respect	Term 2 Service	Term 3 Perseverance	Term 4 Forgiveness	Term 5 & 6 Compassion Creativity
Cycle B	**History/Geography** **Mystic Mayans** **Non-European** **(Mayans – Chocolate, Number System, Temples)** **1800BC – 600AD**	**D.T. and Music** **Marvellous Musical Milestones**	**Geography/Science** **'What a Wonderful World'** **Physical Geography & Environmental Preserving the World, how does biology come into destroying the planet, animal welfare**	**Literacy** **Double Double Toil and Trouble -** *Macbeth*	**History** **Victorious Vikings (793 – 1066 AD)** **AND Anglo-Saxons (400 – 1066 AD)**
Hooks	**Chocolate Tasting – Link to M&S advert**	**Music Appreciation Day** **John Williams Dress up day** **Piano Guys music videos**	**Debates/P4C for overfishing, deforestation** **David Attenborough** **Biomes collective artwork display**	**Banquet Scene** **Murder Scene – Who killed Macbeth?** **Teachers dressed as witches**	**Viking Day** **Viking shields to go on display**
Trips/Visitors	**Cadbury's World** **Local Chocolatier?** **The Wilson, Cheltenham – Loan Boxes**	**iSingPop (workshops and concerts)**	**Butterfly Farm in Stratford** **Visit to a Biome?** **Farmer visitor?** **Environmentalist – Greenpeace Speakers**	**Stratford-Upon-Avon**	**Horrible Histories – Viking Workshop** **Viking Experience attacking camps in the woods** **Experience Pentecost** **The Wilson, Cheltenham – Loan Boxes** **Corinium Museum – Loan Boxes**
Literature	**Horrible Histories** **The Curse of the Maya** **Literacy Shed Texts about Maya** **https://www.booksfortopics.com/maya**	**Because** **The Bear and the Piano** **The Animals of Madam Malone's Music Hall**	**The Viewer** **David Attenborough – A life on Planet Earth** **My Family and Other Animals – Gerald Durrell**	**William Shakespeare** **https://www.booksfortopics.com/shakespeare**	**Horrible Histories** **How to Train your Dragon** **https://www.booksfortopics.com/anglo-saxons**

English – Writing Opportunities	**Balanced Argument – Science vs Religion – Conflicting or complimentary** **Story Writing – A new chapter of Charlie & Choc Factory** **Third Person in different culture – The Curse of the Maya**	**Biography – John Williams** **Narrative – A Christmas Carol** **Poetry – The Sound Collector** **Mog's Christmas Calamity – Explanation Text** **Poetry for Christmas Service** **Literacy Shed – Charles Dickens, Swing of Change** **'I'm Still Standing' video from Sing – letter writing**	**Balanced Argument – Climate Change debate (electric cars for example)** **Shape Poetry – Arts Week** **Discursive Writing – David Attenborough commentary** **Explanatory Text (NCR) – one of key eco-systems** **Literacy Shed – The Present**	**Macbeth – story writing and playscripts** **Sonnets** **Poetry for Easter Service** **Literacy Shed - Shakespeare**	**1st person story with a moral – made up story? - TBC** **Formal letter of application for adopting a dragon – A Day in the life of a Viking/How to train your dragons** **The Secret Life of Princesses** **Poetry for end of year poetry and leavers' service**
Science	**T6: Physics: Forces (Y5)** - 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	**Physics: Electricity (Y6)** - 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	**Biology Living Things and their habitats (Y5 Lifecycles)** - 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 **Biology: RSE (Y5 & Y6)** - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function	**Biology Living Things and their habitats (Y6 - Classification)** - 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	**T5: Biology: Animals including Humans (Y6 – Circulatory system)** - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - describe the ways in which nutrients and water are transported within animals, including humans
Significant Figures	- Rigoberta Menchu Tum – Political Activist - Freda Carlo – Mexican Artist - Martin Luther King, Florence Nightingale, Marcus Rashford, Greta Thunberg, Mother Theresa – link to RE	- John Williams - Music Appreciation morning – artists from history (1950s-2000s) - Gustav Holst (Cheltenham) - Ralph Vaughan Williams (Down Ampney) - Edward Elgar	- Tenzing Norgay – Sherpa - David Attenborough - Greta Thunberg - Nirmal "Nimsdai" Purja – Nepalese Climber (14 peaks in 6 months) - Jane Goodall - Wangari Maathai - Carl Linnaeus	- William Shakespeare - Charles Darwin - Jane Goodall - Mary Anning	- Malala Yousafzai – link to RE (Islam) - Mary Jackson, Katherine Johnson, Dorothy Vaughan (Physics) - Marie Curie (Physics) - Albert Einstein (Physics) - Isaac Newton (Physics) - Stephen Hawking (Physics) - Richard Feynman(Physics) - Erwin Schrodinger (Physics) - Brian Cox (Physics) - Chris Packham (Biology)
History	- Non-European Study - Mayan civilization c. AD 900				- British History: Anglo-Saxons & Vikings - Study of the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (died in 1066). E.g. Viking raids and invasion, resistance by Alfred the Great, Anglo-Saxon laws and justice, Edward the Confessor and his death (1066)

Geography	- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied within Central and South America. - Local study of a Mesoamerican Village	- Locate world countries linked to where different music styles originated	- Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc. - A large focus on climate change and how this has impacted the world (Australia – focus on climate) – human impact on climate change and how humans have helped since e.g. case study of forest fires (koalas), barrier reef (overfishing). - Where are the world's biomes located? Including identifying the world-famous rivers, mountains, volcanoes and earthquakes.	- Orienteering – use 4 and 6 figure grid references on OS maps. - Use fieldwork to record and explain areas - Name and locate the counties and cities of the UK, geographical regions and their identifying physical and human characteristics. Including key topographical features (hills, mountains, coasts and rivers)	- Name and locate the counties and cities of the UK, geographical regions and their identifying physical and human characteristics. Including key topographical features (hills, mountains, coasts and rivers) - Use ordinance survey maps and a compass to build knowledge of the UK. - Describe and understand key aspects of 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 – study of how the Vikings and Anglo-Saxons lived.
Art	*Mayan Mosaic Collage – using traditional Mayan patterns and colours.* *Observational drawing and practising shading skills – e.g. pyramid, artefacts, draw 3 different trees and combine them to make a jungle scene, including rainforest animals* *Mixed media piece of jungle scene inspired by Henry Rousseau* - 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] - To learn about great artists, architects and designers in history.	*Graphic scores – understanding notation through visual representation* *Auditory expressional drawing – listening to music and drawing what they hear.* *Create a final piece based on a sound choosing colour and shape to express the sound.* - 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]	*Use sketch books and develop shading skills from observational drawing – e.g. focus on nature, leaves, shells, piece of bark, conker shell* *Ink/Salt Watercolour of Earth* - 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]	*Each child given a page of Macbeth and they recreate it using observational skills by sketching and then painting to create a final collaborative piece. Pages put together.* - 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]	*Use sketch books and develop shading skills from observational drawing e.g. recreate a battle scene, sketching a Viking boat, create a black and white picture from black paper and white paint, chalk.* *Self-portraits – photo of half of your face then re-create the other half Viking-style* - 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]
DT	*Cooking with chocolate and then make an advert for their chocolate cake/cookie/bar/lolly (M&S style)* **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	*Christmas decorations* **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,	*Show Wallace and Grommit Cracking contraptions. Design brief to create a machine that recycles different materials, design and create from junk modelling.* **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,	*Easter egg decorating – faberge egg out of paper mache* *Create a cauldron from clay and create a potion to go inside it e.g. lemonade and bicarbonate of soda.* **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-	*Viking Longboats – using a variety of raw materials to design, make and evaluate their product.* *Viking Shields – using cardboard and painting the design* **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

	diagrams, prototypes, pattern pieces and computer-aided design **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 **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	pattern pieces and computer-aided design **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 **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 **Technical Knowledge** - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures - Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] – Linked to Year 6 Science: Electricity - Apply their understanding of computing to program, monitor and control their products – linked to Computing: Game Creator	cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **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 **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 **Technical Knowledge** - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **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 **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 **Technical Knowledge** - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **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 **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 **Technical Knowledge** - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
Music	**Livin' On A Prayer (Rock)** *- Listen to with attention and detail and recall sounds with increasingly oral memory*	**Ising pop (Worship/contemporary) Christmas songs** *- Perform in ensemble contexts using their voices with increasingly accuracy, fluency, control and expression* **John Williams – Film Scores – History of music** *- Develop an understanding of the history of music (John Williams – film scores)*	**Make You Feel My Love (Pop Ballards)** *- Use and understand staff and other musical notations*	**Fresh Prince of Bel Air (Hip Hop)** *- Learn about the inter-related dimensions of music through using vocal skills (beatboxing, rapping and body percussion)*	**Dancing in The Street (Motown)** *- Perform and compose in solo and ensemble context using their voices expressively and with increasing accuracy* **Reflect, Rewind and Replay (Western Classical)** *- Appreciate and understand a wide range of music drawn from the great composers* **Production Songs** *- Perform in ensemble contexts using their voices with increasingly*

		Classroom Jazz 1 (Jazz) *- Improvise and compose music for a range of purposes*			*accuracy, fluency, control and expression*
PE	**Gymnastics** - Develop flexibility, strength, technique, control and balance - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Netball** - Play competitive games, applying basic principles - Use running, jumping, catching and throwing in isolation and in combination	**Dance** - Perform dances using a range of movement patterns **Football** - Play competitive games, applying basic principles	**Gymnastics** - Develop flexibility, strength, technique, control and balance - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **TAG Rugby** - Play competitive games, applying basic principles - Use running, jumping, catching and throwing in isolation and in combination	**Dance** - Perform dances using a range of movement patterns **Hockey** - Play competitive games, applying basic principles	**Gymnastics** - Develop flexibility, strength, technique, control and balance - Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Dance** - Perform dances using a range of movement patterns **Athletics** - Develop flexibility, strength, technique, control and balance **Cricket** - Play competitive games, applying basic principles - Use running, jumping, catching and throwing in isolation and in combination
Computing	**Online safety linking to blogging (Y5)** **Blogging (Y6) – Writing about the Mayans.** - 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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. - 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.	**Game Creator (children add their own music in) Y5** - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - 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.	**Databases (Y5) – What a Wonderful World (Australia)** - 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.	**Text adventures (Y6)** - 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. - 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	**Term 5 and 6: Coding (Y6) Crash Course** - 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 - 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
MFL	- listen attentively to spoken language and show understanding by joining in and responding - 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				
MFL	Numbers 11-100	Weather	Seasons	My Day	In my town Birthdays and traditions
RE	**U2.2 – Creation & Science: Conflicting or complimentary?** Make sense of belief: • Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations Understand the impact: • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together Make connections: • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views	**U2.3 – Incarnation: Why do Christians believe Jesus was the Messiah?** Make sense of belief: • Explain the place of Incarnation and Messiah within the 'big story' of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms Understand the impact: • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Make connections: • Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	**U2.9 – Judaism – Why is the Torah so important to Jewish people?** Make sense of belief: • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them Understand the impact: • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) Make connections: • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.	**U2.5 – Salvation – What do Christians believe Jesus did to save?** Make sense of belief: • Outline the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice Understand the impact: • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper • Show how Christians put their beliefs into practice in different ways Make connections: • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view.	**T5: U2.4 – Gospel – How do Christians decide how to live? What would Jesus do?** Make sense of belief: • Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts Understand the impact: • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives Make connections: • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view. **T6: U2.8 – Islam – What does it mean to be a Muslim in Britain today?** Make sense of belief: • Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) Understand the impact: • Make clear connections between Muslim beliefs and ibadah

					(e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways Make connections: • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.
PSHE	**Facts 4 Life (Healthy Lifestyles)** *- Understand that illness is a normal part of life* *- The importance of taking personal responsibility for their own health* *- Explain when it is appropriate and not appropriate to visit a doctor*	**Anti-Bullying and Equalities** *- What is bullying?* *- How are we similar and different?* *- How are families similar and different?* *- Exploring gender stereotypes* *- How to stay safe online*	**Relationships & Sex Education (RSE)** *- Understand emotional as well as physical changes happen at different rates for different people* *- Consider different types of love* *- Know and understand the physical changes that occur during puberty* *- Understand the functions of male and female reproductive organs*	**Keeping Myself Safe/Protective Behaviours** *- Learn that feelings are personal and that different people think differently about the same thing* *- Learn that we all have the right to feel safe* *- Recognise the physical feelings they get when they are not feeling safe* *- Plan how to contact a network person if they need to*	**T5: Focus for Learning** *- Learn to be able to focus their minds to support focus and attention* **T6: SEAL – Getting on and falling out** *- Accept and appreciate people's friendships and try not to demand more than what they are able or wish to give* *- Say and do things that are likely to make a difficult situation better* *- Use skills to solve problems peacefully* *- Know what my triggers are for anger*