

## English

- Know Me To Teach Me—non-chronological report all about me!
- Write a persuasive letter in character
- Narrative—write ending chapter of ‘The Boy in the Striped Pyjamas’
- Narrative—short story based on the structure of ‘The Watertower’
- Non-chronological report on a chosen illness (microbe)

## Science

**Light:** 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.

**Living Things and their Habitats:** describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals, give reasons for classifying plants and animals based on specific characteristics.

## Maths

- Place Value
- Operations
- Fractions
- Fractions
- Decimals
- Percentages

## History

**World War II** – a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (why did the war start? Which countries were involved?)

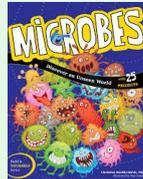
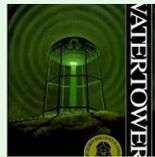
**Important figures in history** – Dr Edward Jenner and the development of immunisation over time

## Topic 1

Driver subjects:  
History  
Literacy

**The Boy in the Striped Pyjamas**

JOHN ROYNE



Driver subjects:  
Science  
Literacy

## Design

**Anderson Shelters** – design, research and make an Anderson shelter, developing understanding of materials and joinery.

## Art

**Portraits** – research different portrait artists, practise variety of techniques

## Geography

**WWII** – use maps, atlases, globes and digital/computer mapping to locate countries involved in WWII.

**Australia** – identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere. Describe and understand key aspects of the climate zones and the impact on

## Topic 2

## Computing

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content, 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, use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## Music

Music around the world

Ravel’s Bolero

Weekly singing assemblies

## Personal, Social, Health & Citizenship

- Healthy minds and healthy bodies
- Setting personal goals
- Developing positive self-confidence
- Respecting yourself and others
- Anti-bullying and positive friendships
- Understanding the consequences of bullying
- E-safety

## PE

**Basketball** – dribbling, passing, shooting, defending, adapted games, game play

**Tag rugby** – moving with the ball, passing, attacking, defending, adapted games, game play

## Relationships Education

**Islam** – leaders

**Islam** – Hajj—the journey of a lifetime

## English

- Write a narrative (Using the short story text 'Diary of An Edo Princess')
- Discussion text - which African Kingdom would you choose to be part of?
- Explanation text—how do diet, exercise
- Historical (formal) letter—from Charles Darwin
- Biography—Mary Anning
- Pupil-led Literacy Week

## Science

**Animals including humans:** identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood, recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function, describe the ways in which nutrients and water are transported within animals,

**Evolution and Inheritance:** 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 can lead to

## Maths

- Algebra
- Measurement
- Geometry (properties of shape)
- Geometry (position and direction)
- Revision of number (place value)
- Revision of number (calculations)
- Revision of Fractions, decimals and percentages

## History

### Ancient Kingdoms (Benin)

A study of life within the Ancient Kingdom of Benin and what the people believed and followed as well as what influences they had on the world as we know it now.

### Evolution (beliefs over time)

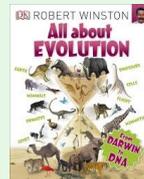
learn about important scientists from the past (Charles Darwin and

## Spring 1: Ancient Kingdoms (Benin)

Driver subjects:

History

Literacy



Driver subjects:

Science

History

## Art

**Scratching technique** – develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different

**Sketching** – fossils (to create sketch books to record their observations and use them to review and revisit ideas, improve their mastery of art and design techniques, in-

## Geography

**Study the continent of Africa** – Including the geographical differences between historical Africa and now. Using online maps and landscape identifiers to determine the terrain as

Locate countries where significant finds were made

## Design

**Weaving** – pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. select from and use a wider

## Spring 2: Evolution

## Computing

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## Music

Exploring pulse, rhythm, pitch, duration, phrasing etc, through weekly singing assemblies

## PE

**Hockey** – ball familiarisation, spatial awareness, passing, combining skills (dribble, pass), defence, shooting, game play

**Gymnastics** – balance, rotation, flight, travelling, sequencing, performance

## Relationships Education

**Hinduism** – the Mandir

**Hinduism** – personal identity and belonging in Hinduism

## Personal, Social, Health & Citizenship

- Staying safe
- Resisting temptation
- Drugs education

- Managing strong feelings, including disappointment

# Year 6

## English

Choose vocabulary which is generally accurate when selecting synonyms and antonyms.

Make precise word choice to create impact and augment meaning.

Use stylistic devices such as similes, metaphors, onomatopoeia, alliteration and personification  
Understand the difference between formal and informal

## Science

### Electricity

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.

## Maths

Geometry: Properties of Shape  
Properties of triangles and circles.  
Area of triangles and circles.

Consolidation, Investigations and preparations for KS3.

## Art

Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).

Use a choice of techniques to depict movement, perspective, shadows and reflection.

Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

Use lines to represent movement

## Philosophy

To discuss and assess the subject matter of books and other texts, whilst considering their themes within the context of a wider society.

To share ideas with their peers and to consider their ideas and perspectives as of being equal in value to their own.

## Summer 1 -

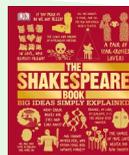
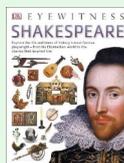
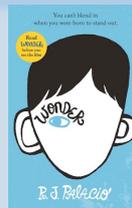
### Wonder!

Driver subjects:

PSHE

Citizenship

Philosophy



Driver Subjects

History

Citizenship

## Citizenship

Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

To think about the lives of people living in other places and times, and people with different values and customs.

participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting)

## Religious Education

What similarities and differences do religions and world views share?

Collect, use and consider information.

What do people believe about life after death?

Share ideas and interpret the ideas of others in order to present arguments.

## Summer 2 -

### To Be or Not to Be?

## Computing

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 technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

## Personal, Social, Health & Citizenship

Puberty and reproduction

Coping with change and loss

Rights, responsibilities and respect in friendships

Asking for help

## PE

Athletics

Striking and Fielding

## Music

Music curriculum