



Spring Term			
SUBJECT	YEAR 5		YEAR 6
English	<p>The Night Before my Birthday</p> <p>I will learn about</p> <ul style="list-style-type: none"> • Different ways of convincing a reader that my point of view is correct. • What characters' motivations might be, based on what they say or do, using the novel 'Kensuke's Kingdom'. • Writing in an interesting style, but without sharing my own opinion. <p><i>This will help me understand what other people may be thinking and feeling. I will also practise using a more formal register in a newspaper article.</i></p>	<p>Italian Adventure</p> <p>I will learn about</p> <ul style="list-style-type: none"> • How to write instructions that are clear, yet interesting. • Composing a formal letter with clear topic sentences for each paragraph. • Engaging the reader through descriptive writing. <p><i>This will help me improve my writing skills from earlier in the term, so that I am able to create longer, more detailed pieces. In addition, I will have developed my ability to write letters to people I don't know personally, but need to communicate with in some way.</i></p>	<p>Viking Invasion!</p> <p>I will learn about</p> <ul style="list-style-type: none"> • How to use specific language skills to describe small details. • Punctuation that guides the reader through speech and action. • Using a wide range of sentence styles. • Structuring a story effectively. • Retrieval and inference skills. <p><i>This will help me to appreciate how exciting stories can be to read and write, especially when I understand them really well.</i></p>
		<p>At the Sign of the Sugar Plum</p> <p>I will learn about</p> <ul style="list-style-type: none"> • A Significant Turning Point in British History: The Great Plague • The use of different 'registers' in official documents. • Understanding and commenting on questions about texts. • the spread of the Bubonic Plague. • Using a wide range of cohesive techniques. <p><i>This will help me understand where rhymes and riddles may have come from, as well as why the Great Fire of London may have been a fortunate event. I will be able to use my understanding of more formal written styles in reading, writing and social interactions.</i></p>	
History	<p>Iceberg Ahead!</p> <p>I will learn about</p> <ul style="list-style-type: none"> • A Significant Turning Point in British History: The Titanic. • How to be persuasive. • Describing events and emotions in detail. <p><i>This will help me understand more about inventions and inventors, as well as the lives of everyday people, and how they have changed over the years. I will also be able to use my persuasive skills in different aspects of my life.</i></p>		<p>Attack of the Vikings</p> <p>I will learn about</p> <ul style="list-style-type: none"> • British Settlement by Anglo-Saxons and Scots. • How, why and when Britain was invaded. • What the traditions of the different cultures were. <p><i>This will help me to understand the rich history and variety of Britain.</i></p>
Maths	In Years 5 and 6, pupils follow the 'Maths No Problem' scheme, as well using specifically-tailored resources to match their needs.		

*Taught in units in rotation across the year.



<p>Science</p>	<p>Music Festival Materials</p> <p>I will learn about</p> <ul style="list-style-type: none"> • Comparing and grouping together everyday materials on the basis of their properties, including their hardness, transparency and conductivity (electrical and thermal) • Giving reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • <p><i>This will help me learn about choices I make and how they can impact the environment as well as understanding about which materials may be best for job. It will give me knowledge to inform decisions I make when out in the community.</i></p>	<p>Changing Materials</p> <p>I will learn about</p> <ul style="list-style-type: none"> • Comparing and grouping together everyday materials on the basis of their properties, including their solubility and response to magnets • Knowing that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • Using knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Demonstrate that dissolving, mixing and changes of state are reversible changes • Changes resulting 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><i>This will help me understand chemistry reactions and how choices I make may not be able to be reversed and be able to give justified reasons as to why this occurs.</i></p>	<p>Electric Celebration</p> <p>I will learn about</p> <ul style="list-style-type: none"> • Associating the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • Comparing and giving reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • Using recognised symbols when representing a simple circuit in a diagram <p><i>This will help me understand how lights work and the components needed to make them work. I will be able to use circuits to justify how lights can be used in different situations as well as the possible environmental impacts light can have</i></p>	<p>Classification Connoisseurs</p> <p>I will learn about</p> <ul style="list-style-type: none"> • Describing how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • Giving reasons for classifying plants and animals based on specific characteristics <p><i>This will help me understand about what I am and where I fit into classification tables. I will be able to justify why certain animals and plants are classified the way they are, by picking out certain features that makes them so.</i></p>
<p>I will also work scientifically by:</p> <ul style="list-style-type: none"> - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments 				

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<p>Geography</p>	<p style="text-align: center;">Italy</p> <p>I will learn about</p> <ul style="list-style-type: none"> • How to use maps and atlases to find countries, such as locating Italy on a world map • Using grid references • Describing the geographical features of a country • The continents via research • Modern Rome & how the Colosseum attracts visitors • Florence from the perspective of its artwork • Venice, the floating city, from the perspective of a masquerade ball • Naples from the perspective of its architecture <p><i>This will help me understand where Italy is within Europe and The World. Understanding the key physical and social features of this country will help me to make comparisons with my country and others. I could also develop an appreciation of these Italian cities and their contribution to the arts.</i></p>		<p style="text-align: center;">Scandinavia</p> <p>I will learn about</p> <ul style="list-style-type: none"> • How to locate Scandinavia's countries and major cities on a world map • The and weather of Scandinavia whilst exploring the climate zones of northern Europe. • How the seasons affect the hours of daylight and how climate informs national activities and identity. • The physical features of Scandinavia, including glaciers, fjords, mountains, lakes and waterfalls. • The human geography of these three Scandinavian countries including: population, currency, language, religion, festivals, holidays & food. <p><i>This will help me understand where the three Scandinavian countries are within Europe and The World. Understanding the key physical features of this country will help make comparisons with my country and others. I could also develop an appreciation of amount of daylight and the climate influence human activity.</i></p>	
<p>RE</p>	<p style="text-align: center;">Islam</p> <p>I will learn about</p> <ul style="list-style-type: none"> • What it means to be a Muslim. • How Muslims live their lives. • The importance of pilgrimage in different world religions including Islam. • The importance of charity in different world religions including Islam. <p><i>This will help me understand how this major world religion is practised. Understanding beliefs and practises in this religion will help me to investigate and compare the impact of different beliefs on the actions of people.</i></p>		<p style="text-align: center;">Prayer and Worship</p> <p>I will learn about</p> <ul style="list-style-type: none"> • The meaning and importance of prayer and worship to Christians and other religious groups. • Different ways that people pray and worship. • The reasons people pray. • The important places of worship for the Major world religions. • The importance of Easter in the Christian calendar. <p><i>This will help me to understand the importance of religion in peoples' lives. Understanding the different ways and places that people pray and worship will help me to make comparisons between different religions.</i></p>	
<p>Art</p>	<p style="text-align: center;">What makes a picture?</p> <p>I will learn about</p> <ul style="list-style-type: none"> • The elements of art. • Observational drawing skills. • Basic painting skills and colour wheel. • The importance of drawing in proportion – using fractions and comparisons. • Creating an accurate portrait. <p><i>This will help me to understand what makes a good picture, how to draw from a still life, and how to use paintbrushes effectively. Also, it will help me understand the importance of proportion and placement.</i></p>	<p style="text-align: center;">Greek pots</p> <p>I will learn about</p> <ul style="list-style-type: none"> • Greek art and patterns, while using a range of media. • Greek pottery – a thumb and coil pot. • Using a range of tools to manipulate clay. • Different clay moulding techniques. <p><i>This will help me develop further skills in sculpture, understand how to manipulate clay and how to create something structurally correct. I will also learn about combining different drawing media and how to use them effectively.</i></p>	<p style="text-align: center;">Drawing and Abstract Art</p> <p>I will learn about</p> <ul style="list-style-type: none"> • Observational drawing skills when observing a large still life. • Scale, positioning, use of light pencil. • Using tone to make objects appear 3D. • Creating patterns and textures. • Colour blending, using coloured pencils <p><i>This will help me create a detailed observation using the elements of art. It will also help me create an abstract drawing, showing a range of patterns, techniques and use of colour.</i></p>	<p style="text-align: center;">Mayan Tiles and Gargoyles</p> <p>I will learn about</p> <ul style="list-style-type: none"> • Using a range of media to create symbols and patterns. • How to create a clay tile consisting of different layers and techniques. • The importance of creating a range of ideas, showing thought processes. • The history of gargoyles. • Supporting and joining clay securely. <p><i>This will help me to create my own Mayan tile, and give me the knowledge that I need, to be able to create an effective gargoyle.</i></p>

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DT*	RMT	Can you take the stress?	RMT	Motoring to success
	<p>I will learn about</p> <ul style="list-style-type: none"> • Designing and making structures to take weight and meet other criteria • Working safely in a RMT workshop and using simple hand tools and equipment correctly and safely. • The forces which act upon structures • Shapes which help to strengthen structures • Designing and making to meet criteria. • Working as part of a team and how to share tasks and ideas. • Analysing the results of testing a range of finished products in order to improve future designs. <p><i>This will help me when I need to visualise the elements of a structure which make it work well, and how it could fail, when I need to work productively as part of a team and to understand the expectations when working in RMT and prepare me with some basic skills ready for further projects in year 6, 7, 8 and beyond.</i></p>		<p>I will learn about</p> <ul style="list-style-type: none"> • Working safely in a RMT workshop • Using some basic hand tools and equipment correctly and safely • Mechanisms, including gears • Basic electronic circuits which include batteries and a switch • The design and construction of a strong model vehicle chassis • Manufacture and testing a product • Basic graphics to include Logo design and the use of colour in advertising a product. • Evaluation of a product in order to improve, to include self and peer feedback. <p><i>This will help me when I need to design, develop, make or repair products with mechanisms, electronic circuits, structures and graphic elements. It will give me the basic knowledge that I will need in order to understand concepts, techniques and technologies which will be developed further in year 7 and 8 and beyond.</i></p>	
Food	RMT	Pull that string!	RMT	What shape will your food be?
	<p>I will learn about</p> <ul style="list-style-type: none"> • Working safely in a RMT workshop and using simple hand tools and equipment correctly. • Simple mechanisms • Researching and gathering relevant information. • Using existing products and images to influence design ideas. • Using and adapting template patterns • The importance of marking out and cutting accurately. • Testing a product during production and adapting to improve. <p><i>This will help me when I need to work with accuracy and see how it is important when designing and making products in RMT, when I need to use research as a tool to inform and influence my work and to understand the expectations when working in RMT and prepare me with some basic skills ready for further projects in year 6, 7, 8 and beyond.</i></p>		<p>I will learn about</p> <ul style="list-style-type: none"> • Vacuum-forming plastics • The properties and uses of some plastics. • Plastics and the environment • Food moulds, their shapes and constraints • Making and using a mood-board to inspire design ideas • Designing and making a former for a mould • Working safely in a RMT workshop • Using some basic hand tools and equipment correctly and safely • Using a mould to shape types of food <p><i>This will help me when I need to understand how food moulds and some packaging are made and can be used. It will help me to understand about melting and reforming plastics and the environmental issues regarding this.</i></p>	
Food		Food A slice of kitchen skill	Food Healthy snacks for hungry people	
<p>I will learn about</p> <ul style="list-style-type: none"> • Working safely and hygienically in a kitchen. • Using simple food preparation tools and equipment correctly. • That foods come from different countries (availability). • Slicing, cutting, peeling and grating. • Heating on a hob or grilling food. • Using a blender and mixing ingredients. • Baking in the oven. • Food presentation. <p><i>This will help me when I need to understand the expectations when working in a kitchen and it will prepare me with some basic skills ready for further food design and preparation in year 6, 7, 8 and beyond. It will also help me when I want to be able to prepare simple healthy snacks and drinks at home for myself and my family and friends.</i></p>		<p>I will learn about</p> <ul style="list-style-type: none"> • Working safely and hygienically in the kitchen. • Why it is important to have an awareness of healthy living. • How to prepare healthy snacks as part of a healthy lifestyle. • Using the design process to complete design and modification tasks in food. • Writing a plan in advance of making. • Using a grill and a sandwich toaster, as well as using the oven to cook savoury food. • Designing a healthy desert. • The importance of food presentation. • Evaluation of my work and that of my peers in order to improve working practice and the final product. <p><i>This will help me when I need to design and make recipes for food technology in years 7, 8 and beyond. Also, when I prepare snacks for myself, my family and friends outside of school.</i></p>		

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Textiles	<p>Textiles In stitches!</p> <p>I will learn about</p> <ul style="list-style-type: none"> • A range of basic hand stitches and stitching techniques • Designing within given limitations • Using stitching and tassels as a decorative element of a textile product • Making tassels. • Threading needles and tying off. • Self-evaluation, in order to improve stitching techniques and future textiles products. <p><i>This will help me when I need to understand the expectations when working in a textiles room and prepare me with some basic skills ready for further textiles design and make projects in year 6, 7, 8 and beyond. It will also help me when I want to be able to use basic hand stitching techniques for textiles repair work or making textiles objects outside school.</i></p>		<p>Textiles Are you sitting comfortably?</p> <p>I will learn about</p> <ul style="list-style-type: none"> • Making a decorative, soft cushion. • Researching to find relevant information and using this to inform/influence design ideas • Analysing existing products to inform good choices in my own work • Designing within the constrictions of the criteria • Creating and using templates • Techniques for pinning fabric correctly • Using decorative hand stitching to secure fabrics • Tacking stitch • Using a sewing machine to join fabrics (straight runs and turning corners) • Evaluation of my work and that of my peers in order to improve working practice and the final product. <p><i>This will help me when I need to use and build on any of these skills for future textiles work at school or at home, in years 7 and 8 and beyond.</i></p>	
	Music	<p>Music from the Middle Ages!</p> <p>I will learn about</p> <ul style="list-style-type: none"> • The concept of drone, organum and melody. • The Dorian mode. • Playing in harmony. • Reading music notation. • Creating rhythmic and melodic phrases. <p><i>This will help me understand and contextualise key concepts used in composition and performance. This unit will also help to further improve my instrumental and timing skills.</i></p>	<p>Roll Over Beethoven!</p> <p>I will learn about</p> <ul style="list-style-type: none"> • The different instrumental families within an orchestra. • The layout of an orchestra. • Motifs. • Reading pitch from notation. <p><i>This will help me... Develop my notation and performance skills. This unit will allow me to understand the basics of pitched composition by creating my own motif over a set chord.</i></p>	<p>Music of the Caribbean: Reggae</p> <p>I will learn about</p> <ul style="list-style-type: none"> • How to perform off beat rhythms. • Verse and chorus form. • Vocal control and technique. • Riffs. <p><i>This will help me... Develop my timings skills on my selected instrument. This unit will allow me to adapt my skills and perform in a Reggae feel. These skills will also help develop my confidence whilst working and performing as part of a group.</i></p>

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PE*	Indoor athletics	Indoor athletics
	<p>I will learn about</p> <ul style="list-style-type: none"> Developing ability to improve performance in activities that involve speed and stamina. Investigate the techniques required to be successful at throwing and jumping in isolation. Begin to implement some of the skills and techniques learnt in the SAQ/Multi skills in a sports specific action. <p><i>This will help me to develop my skills in some of the 6 components of health-related fitness that we have identifies. This unit will allow me to compete to my maximum and give me the opportunity to take on individual challenges. This topic will also help me to begin to develop the knowledge of how some skills can be transferred form one sport to another.</i></p>	<p>I will learn about</p> <ul style="list-style-type: none"> Continue to developing the ability to perform accurately in activities that involve speed and stamina. Develop the techniques required to be successful at throwing and jumping in isolation. Develop a deeper knowledge of the type of type of fitness required for each event. Measuring distances and comparing times. <p><i>This will help me... continue to develop my skills in some of the 6 components of health-related fitness that we have identified. This unit will allow me to compete to my maximum and give me the opportunity to take on individual challenges. This will also enable me to compete against a personal target. This topic will also help me to begin to develop the knowledge of what activities I could do to improve on my scores. I will also have the knowledge of where I can go outside of school to develop my skills and interest further.</i></p>
	Netball/Football/Tag Rugby	Netball/Football/Tag Rugby
	<p>I will learn about</p> <ul style="list-style-type: none"> Basic principles of passing, receiving and moving, with or without the ball. Individual skills in attacking and defending Strategies that would increase success in attacking and defending. The rules of the games and the roles of officials <p><i>This will help me to be fully engaged with team games and have the confidence to be physically active within the games. This unit will help me understand the need for rules and officials to implement the rules. I will also have the opportunity to work as part of a team and begin to look at the different roles that are needed to make a successful team.</i></p>	<p>I will learn about</p> <ul style="list-style-type: none"> Developing the basic principles of passing/receiving and moving, with and without the ball, and begin to improve speed, timing and distances. Individual and small team skills in attacking and defending Develop strategies that would increase success in attacking and defending and be able to explain why. The more specific rules of the games and the roles of different officials. <p><i>This will help me continue to be fully engaged with team games and have the confidence to be physically active within the games. This unit will help me understand the more specific rules for each age and begin to play the small sided games with more realism. I will also have the opportunity to take on different roles within a team and develop an understanding of more than one position. I will also have the knowledge to know where I can take my interest further outside of school.</i></p>
	Gymnastics	Gymnastics
	<p>I will learn about</p> <ul style="list-style-type: none"> Body tension, control, extension, jumping and travelling. The benefits of gymnastics-based movements to flexibility, strength and suppleness. Understand the importance of heart rate and recall muscle group names. <p>This will help me apply movements and balances individually and as part of a composed sequence. This unit will help me demonstrate high quality performances and routines using different apparatus. Also show accurate replication of skills showing control and fluency.</p>	<p>I will learn about</p> <ul style="list-style-type: none"> the idea of balancing and the relationship between body position and centre of mass How sequences are aesthetically improved. Evaluating my own and others' strengths and weaknesses in a performance. <p>This will help me demonstrate high quality performances and routines using different apparatus, be able to observe the gymnastic performance of others and suggest areas for improvement. This unit will also allow me to develop and refine skills and compositional ideas based on decisions about sequences.</p>

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<p>French</p>	<p style="text-align: center;">Parts of the Body</p> <p>I will learn about</p> <ul style="list-style-type: none"> • How to describe parts of the body. • How to say what is wrong with me. <p><i>This will help me to describe different people and say what is wrong with me.</i></p>		<p style="text-align: center;">My family and I</p> <p>I will learn about</p> <ul style="list-style-type: none"> • How to talk about myself and my family. <p><i>This will help me have conversations in French about my life.</i></p>	
<p>ICT</p>	<p style="text-align: center;">Networks</p> <p>I will learn about</p> <ul style="list-style-type: none"> • What networks are • How computer networks are configured • How information is transferred around the world • How HTML is used to display information on your web browser • How search engines work <p><i>This will help me understand about how I can save my work and send it to others. I will understand the key components in a computer network and their purpose.</i></p>	<p style="text-align: center;">Programming</p> <p>I will learn about</p> <ul style="list-style-type: none"> • Text based programming languages • Why syntax is important • How algorithms work in sequence • How to program polygons using repeat commands and designing procedures <p><i>This will help me understand more about how computer languages are used and written to allow a computer to follow instructions. I will learn about the important of formatting my instructions accurately, to avoid errors (bugs) in my algorithm.</i></p>	<p style="text-align: center;">Digital Citizenship</p> <p>I will learn about</p> <ul style="list-style-type: none"> • The privacy rules I should follow when using the internet • How to spot gender stereotyping online • Recognise cyberbullying and identify appropriate responses • Keeping safe when talking online • How to become a 'Super Digital Citizen' <p><i>This will help me understand more how to behave when I am online: both to keep myself safe and to ensure that I treat others respectfully.</i></p>	<p style="text-align: center;">SATs Revision</p> <p>Computing sessions will be allocated to provide interactive opportunities to revise key areas of maths and English curriculum ahead of the SATs.</p>
<p>PSHCE</p>	<p style="text-align: center;">Money Matters</p> <p>I will learn about</p> <ul style="list-style-type: none"> • How to keep track of my personal money. • Different bank accounts. • How individuals manage their money in different ways. • Plan and budget. • The importance of financial planning as I get older. • The risks associated with spending money online. • Consequences of financial scams and understand how to look out for them. • Charities and how they work. • <p><i>This will help me learn to manage my money as I grow older, as well as understanding how other people give and spend theirs.</i></p>			
<p>Skill Learning</p>	<p style="text-align: center;">Independent working (including responding to feedback).</p>			

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