



Summer Term		
SUBJECT	YEAR 5	YEAR 6
<b>English</b>	<p><b>The View From Olympus</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>Fables, myths and legends, with a focus on Ancient Greece.</li> <li>The structure and purpose of playscripts.</li> <li>How to imply and infer people's emotions and motivations.</li> <li>Key Stage Two writing skills.</li> </ul> <p><i>This will help me understand the roots of the stories told in many cultures, as well as to develop specific writing styles. I will also recall facts that will enable me to make links with future learning.</i></p>	<p><b>All Girls are Princesses!</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>Classic English children's literature.</li> <li>Composing formal letters, using appropriate synonyms.</li> <li>Creating suspense in narratives.</li> <li>The British Empire and its influence the world.</li> </ul> <p><i>This will help me develop an understanding of the United Kingdom's history, including the lives of children in past years. I will also be able to communicate with others in the appropriate register.</i></p>
		<p><b>Oh Frabjous Day</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>Assessing and proof-reading my own work with a focus on the skills required at the end of Key Stage Two.</li> <li>The meanings of different word classes, using nonsense words in poetry.</li> <li>How to write in detail for the reader.</li> </ul> <p><i>This will help me develop a more nuanced understanding of formality and the author's 'voice', as well as a continued enjoyment of literature.</i></p>
		<p><b>By the Pricking of My Thumbs...</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>The writings of William Shakespeare.</li> <li>Roles in early British society.</li> <li>Persuasive writing.</li> <li>Debating skills.</li> </ul> <p><i>This will help me communicate my ideas succinctly and persuasively, while developing an understanding and enjoyment of classic literature.</i></p>
<b>History</b>	<p><b>The View From Olympus</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>Greek deities and religious beliefs.</li> <li>Greek political systems.</li> <li>Significant events in history.</li> <li>Olympia, Delphi, the Acropolis and the Parthenon.</li> <li>The Athenian creation story.</li> <li>The differences between Athens and Sparta.</li> </ul> <p><i>This will help me understand how ancient civilisations influence contemporary civilisations and ideas.</i></p>	
	<p><b>Team Rocket</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>A significant point in British history.</li> <li>Stephenson's Rocket and its influence on British and contemporary history.</li> <li>The roles and beliefs of the early 19<sup>th</sup> Century.</li> <li>The beginnings of the Industrial revolution.</li> <li>Famous British inventors and inventions.</li> </ul> <p><i>This will help me recognise how and why things have changed, making links between current and past beliefs.</i></p>	
<b>Maths</b>	<p>I will learn about</p> <ul style="list-style-type: none"> <li>Completing written methods for calculation at speed (addition / subtraction / multiplication / division) including using decimal numbers.</li> <li>Percentages and how to use them, including converting fractions into percentages and finding percentages of quantities</li> <li>Units of measures (cm / mm, km / m, ml / L, g / kg, cm / m) and converting between them.</li> <li>Understanding and calculating area and perimeter</li> <li>Transforming shapes (reflections and translations)</li> <li>Knowing what volume is and finding the volume of 3D shapes</li> <li>What angles are in terms of a measurement of turn; what angles in common shapes add up to and how to find missing angles.</li> </ul>	
	<p>I will learn about</p> <ul style="list-style-type: none"> <li>SATs preparation will include the consolidation of KS2 learning, with individual tasks and skills provided based on assessment of need.</li> <li>Understand ratio and solve ratio problems, both explicitly when considering ratios and when solving proportional reasoning problems such as working with recipes.</li> <li>Understand correct algebraic notation.</li> <li>Substitute values into simple algebraic expressions.</li> <li>Solve simple algebraic equations.</li> <li>Create the nets of 3D shapes and fold them to make their solid shape</li> <li>Create charts and graphs from data including that gathered from surveys</li> <li>Add and subtract with a mixture of positive and negative number</li> <li>Scale factor enlargement and its effect on area and perimeter.</li> </ul>	



<p><b>Science</b></p>	<p><b>The Art of Living</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>the life process of reproduction in some plants and animals</li> </ul> <p><i>This will help me understand that animals have different life cycle, as well as to have a realisation of how our planet evolves and survives. This will allow me to appreciate the animals and plants.</i></p>	<p><b>Life Explorers</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul> <p><b>This will help me to:</b></p> <ul style="list-style-type: none"> <li>Understand the changes that humans go through as they grow older</li> <li>understand the changes that I will go through as I transition into an adult</li> <li>gain a knowledge of how humans develop</li> <li>Understand how a community can help people in different circumstances</li> </ul>	<p><b>The game of survival</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <p><b>This will help me to:</b></p> <ul style="list-style-type: none"> <li>Understand where I come from and how I get certain traits</li> <li>realise where fossils come from and how they are formed</li> <li>have an understanding of mutations and adaptations and how they can occur</li> </ul>	<p><b>The science of sport</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>I will be using sport to recap on key areas of the curriculum to embed understanding and knowledge.</li> </ul> <p><b>This will help me to:</b></p> <ul style="list-style-type: none"> <li>gain and understanding of the world in which I live</li> <li>How to problem solve in situations</li> <li>react calmly and sensibly to problems I face</li> <li>Work in a team to find answers.</li> </ul>
<p><b>Geography</b></p>	<p><b>Natural Disasters</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>The names, definitions &amp; prevalence of natural. This will help me to understand disasters</li> <li>Examples of natural disasters from the news</li> <li>How and why a volcano erupts</li> <li>The geographical features that lead to natural disasters</li> <li>An earthquake through research for a case study</li> <li>The impact of a tsunami on a country</li> <li>The importance of charity support to deal with the consequences of a natural disaster</li> </ul> <p><i>This will help me understand that natural disasters are caused by intense and powerful natural events such as hurricanes, tornadoes, earthquakes, and floods. Understanding that the Earth's crust is made from floating plates will help me explain the phenomena of earthquakes and volcanoes. By looking at specific case studies I will develop an empathy for those who have been victims of natural disasters and an appreciation for the voluntary organisations that aim to pick up the pieces these disasters leave behind.</i></p>		<p><b>Mountains</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>How mountains were formed</li> <li>Where the major mountain ranges are on the Earth</li> <li>The environment surrounding a chosen mountain</li> <li>The climate of mountains</li> <li>Mountains as a tourist destination</li> <li>The positive and negative effects of tourism</li> </ul> <p><i>This will help me understand that altitude effects climate and to understand that mountain plants and animals have adapted to their unique</i></p>	<p><b>It wasn't the Magratheans</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>The processes that lead to the creation of physical structures on our planet.</li> <li>How geography can affect human structures and activities.</li> </ul> <p><i>This will help me build on my learning about natural disasters in Year 5, as well as to recognise many of the roots of human beliefs and institutions.</i></p>



			<p><i>environment. This will also help me form a view on environmental issue based on facts about tourism.</i></p>	
<p><b>RE</b></p>	<p style="text-align: center;"><b>Inspirational People</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>• What makes a person a good role model.</li> <li>• Key historical figures who inspire us today through a series of biographical studies.</li> <li>• What we can learn from the choices these people made.</li> <li>• The things that help us to decide what is the right thing to do.</li> <li>• Key ethical beliefs which are shared across all faiths.</li> <li>• How religion helps some people make good choices.</li> </ul> <p><i>This will help me to make links between texts and key beliefs. I will develop my understanding of how there are different views about many matters. By comparing different views, I will learn how to express my view giving good reasons whilst understanding that others think differently.</i></p>		<p style="text-align: center;"><b>Humanism</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>• The key beliefs and values of Humanists</li> <li>• How Humanists decide what is true.</li> <li>• How Humanists mark key life events.</li> <li>• How to investigate whether some key Christian and Humanist values are based on the same ideas.</li> </ul> <p><i>This will help me to make links between texts and key beliefs. I will develop my understanding of how there are different views about many matters. By comparing different views, I will learn how to express my view giving good reasons whilst understanding that others think differently.</i></p>	<p style="text-align: center;"><b>In the Beginning</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>• Christian beliefs about how the world began.</li> <li>• How the creation story is told in the Bible and then how it is represented in other forms such as art or film.</li> <li>• How creation stories help to answer some of our big questions.</li> <li>• The beliefs that some Christians have about why God's creation isn't perfect.</li> <li>• How there are many different beliefs about the answer to these big questions.</li> </ul> <p><i>This will help me to make links between texts and key beliefs. I will develop my understanding of how there are different views about many matters. By comparing different views, I will learn how to express my view giving good reasons whilst understanding that others think differently.</i></p>
<p><b>Art</b></p>	<p style="text-align: center;"><b>What makes a picture?</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>• The elements of art.</li> <li>• Observational drawing skills.</li> <li>• Basic painting skills and the colour wheel.</li> <li>• The importance of drawing in proportion – using</li> </ul>	<p style="text-align: center;"><b>What's a Greek Urn?</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>• Greek art and patterns, while using a range of media.</li> <li>• Greek pottery – a thumb and coil pot.</li> <li>• Using a range of tools to manipulate clay.</li> <li>• Different clay moulding techniques.</li> </ul> <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;"><b>Drawing and Abstract Art</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>• Observational drawing skills when observing a large still life.</li> <li>• Scale, positioning, use of light pencil.</li> <li>• Using tone to make objects appear 3D.</li> <li>• Creating patterns and textures.</li> <li>• Colour blending, using coloured pencils.</li> </ul>	<p style="text-align: center;"><b>Mayan Tiles</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>• Using a range of media to create symbols and patterns.</li> <li>• How to create a clay tile consisting of different layers and techniques.</li> <li>• The importance of creating a range of ideas, showing thought processes.</li> <li>• Supporting and joining clay securely.</li> </ul> <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 gargoye next year.</i></p>





- 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.

*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.*

- 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

*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.*

**Food     A slice of kitchen skill**

I will learn about

- 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
- Grilling food
- Using a blender
- Baking in the oven
- Mixing ingredients
- Food presentation.

*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.*

**Food     Healthy snacks for hungry people**

I will learn about

- 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
- Using a sandwich toaster
- 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.

*This will help me when I need to design and make recipes for food technology in years 7 and 8 and beyond. Also, when I prepare snacks for myself, my family and friends outside of school.*

**Textiles     In stitches!**

I will learn about

- 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.

**Textiles     Are you sitting comfortably?**

I will learn about

- 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



	<ul style="list-style-type: none"> <li>•Self-evaluation, in order to improve stitching techniques and future textiles products.</li> </ul> <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>	<ul style="list-style-type: none"> <li>•Techniques for pinning fabric correctly</li> <li>•Using decorative hand stitching to secure fabrics</li> <li>•Tacking stitch</li> <li>•Using a sewing machine to join fabrics (straight runs and turning corners)</li> <li>•Evaluation of my work and that of my peers in order to improve working practice and the final product.</li> </ul> <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>
<p><b>Music</b></p>	<p style="text-align: center;"><b>We Will Rock You</b></p> <p>I will learn about:</p> <ul style="list-style-type: none"> <li>•Reading and interpreting music notation.</li> <li>•Developing vocal control and timing skills.</li> <li>•Developing collaboration and group performance skills.</li> </ul> <p><i>This will help me... Develop and improve my notation, timing and instrumental skills. These skills will allow me to work more effectively as part of group and realise the aspects of a good band performance with varying instruments.</i></p>	<p style="text-align: center;"><b>I Feel Good!</b></p> <p>I will learn about:</p> <ul style="list-style-type: none"> <li>• Performing a typical 12 bar progression in C major.</li> <li>• Performing and structuring a Blues composition.</li> <li>• The different ways of developing an instrumental part in a Blues style.</li> <li>• Further developing collaboration and group performance skills.</li> </ul> <p><i>This will help me to adopt my skills and perform using a Blues feel. These skills should allow me to experiment with ways to develop my part and/or improvise within the blues scale.</i></p>
<p><b>PE*</b></p>	<p><i>Fitness Testing, Athletics, Cricket, Tennis, Rounders, Cross Country.</i></p> <p>I will learn about:</p> <ul style="list-style-type: none"> <li>• Developing the ability to throw using a range of objects, given the opportunity to perform to their maximum</li> <li>• Experience activities that encourage speed and/or endurance</li> <li>• Skills to improve hand-eye co-ordination in games.</li> <li>• Sending and receiving in ball games.</li> <li>• Skills to outwit opponents in games.</li> </ul> <p><i>This will help me.....improve my technique when running, throwing and jumping. Try to improve on my previous scores. Apply skills learnt to competitive games.</i></p>	<p><i>Fitness Testing, Athletics, Cricket, Tennis, Rounders, Cross Country</i></p> <p>I will learn about:</p> <ul style="list-style-type: none"> <li>• Accurately replicating running, jumping and throwing skills both singly and in combination.</li> <li>• Performing and improving on targets.</li> <li>• Basic skills of battling bowling and receiving.</li> <li>• Improve skills to outwit opponents.</li> <li>• Performing to their maximum.</li> </ul> <p><i>This will help me.....improve my technique when running, throwing and jumping. Try to improve on my previous scores and begin to understand how to do this. Apply skills learnt to competitive games.</i></p>
<p><b>French</b></p>	<p style="text-align: center;"><b>Les planètes</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>• The days of the week and what they are named after.</li> <li>• The planets in French and their order in the solar system.</li> <li>• The order of adjectives in a sentence.</li> </ul>	<p style="text-align: center;"><b>Les animaux</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>• The names of animals in French and compare with the English.</li> <li>• How to ask about a friend's pet at home.</li> <li>• How to write in detail about an animal's: habitat, eating habits, appearance etc.</li> </ul>



	<ul style="list-style-type: none"> <li>• How adjectives change their spelling depending on what you're describing.</li> <li>• How to write comparative sentences.</li> <li>• How to write a superlative.</li> </ul> <p><i>This will help me</i></p> <ul style="list-style-type: none"> <li>• <i>add more detail in my descriptive writing</i></li> <li>• <i>to become more accurate when writing in French.</i></li> </ul>	<ul style="list-style-type: none"> <li>• The order of adjectives in a sentence.</li> <li>• How adjectives change their spelling depending on what you're describing.</li> </ul> <p><i>This will help me</i></p> <ul style="list-style-type: none"> <li>• <i>Add more detail in my descriptive writing.</i></li> <li>• <i>To become more accurate when writing in French.</i></li> <li>• <i>To read long passages and to gain as much meaning as possible.</i></li> <li>• <i>Identify cognates and near-cognates to help understand complex texts.</i></li> </ul>		
<p><b>ICT</b></p>	<p><b>Multimedia adventure games</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>• Locating, editing and using a variety of media types</li> <li>• Combining media into a non-linear adventure narrative</li> <li>• Using hyperlinks to navigate</li> <li>• Using formatting tools to edit content</li> <li>• Thorough testing</li> </ul> <p><i>This will help me</i></p> <ul style="list-style-type: none"> <li>• <i>Design entertainment for a specific audience</i></li> <li>• <i>Use and re-use images, text, sound and animations</i></li> <li>• <i>Format presentations to deliver an intended emotional response from an audience</i></li> </ul>	<p><b>Computational Thinking</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>• Decomposition</li> <li>• Pattern recognition</li> <li>• Abstraction</li> <li>• Algorithmic design</li> </ul> <p><i>This will help me</i></p> <ul style="list-style-type: none"> <li>• <i>Understand how a computer can solve problems</i></li> <li>• <i>Think in a logical way and plan solutions in a sequence to solve complex problems</i></li> <li>• <i>Consider how all previous Year 5 computing units fit into Computational Thinking</i></li> </ul>	<p><b>Binary</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>• How computers communicate and calculate</li> <li>• How to convert between binary and other number systems</li> <li>• How binary is used to convert inputs into outputs</li> </ul> <p><i>This will help me</i></p> <ul style="list-style-type: none"> <li>• <i>To understand how computers work</i></li> <li>• <i>To use Computational Thinking to solve problems</i></li> <li>• <i>To program a binary converter</i></li> </ul>	<p><b>Robotics</b></p> <p>I will learn about</p> <ul style="list-style-type: none"> <li>• Sequences of instructions to achieve goals</li> <li>• Programming using alternative languages and interfaces</li> <li>• How testing is necessary to achieve intended results</li> </ul> <p><i>This will help me</i></p> <ul style="list-style-type: none"> <li>• <i>Apply Computational Thinking to a new concept</i></li> <li>• <i>Solve problems using logical reasoning</i></li> <li>• <i>Communicate effectively with teammates</i></li> <li>• <i>Identify errors in code and correct them to achieve objectives</i></li> </ul>



<b>PSHCE</b>	<b>Healthy Bodies, Healthy Mind</b>	<b>Relationships and Sex Education</b>	<b>My Reactions</b>	<b>Relationships and Sex Education</b>
	<p>I will learn about</p> <ul style="list-style-type: none"> <li>• The effects of alcohol on our bodies</li> <li>• The effects of smoking on our bodies</li> <li>• How to cope with anxious and stressful situations</li> <li>• Identifying the difference between being proud and boasting</li> </ul> <p><i>This will help me to keep myself healthy when I am older, dealing with different situations that may arise.</i></p>	<p>I will learn about</p> <ul style="list-style-type: none"> <li>• The changes our bodies go through during puberty</li> <li>• The term menstruation</li> <li>• The term 'relationship' and the role of a family</li> <li>• The responsibilities of looking after a baby</li> </ul> <p><i>This will help me to understand changes that will happen to me in the future as well as to recognise good and bad relationships, including friendships.</i></p>	<p>I will learn about</p> <ul style="list-style-type: none"> <li>• How my body and mind react to different challenges.</li> <li>• What I can do to ensure I remain calm and focused.</li> </ul> <p><i>This will help me to deal appropriately with everyday stressors throughout my life.</i></p>	<p>I will learn about</p> <ul style="list-style-type: none"> <li>• Personal hygiene and the importance of this during puberty</li> <li>• The changes boys and girls go through during puberty</li> <li>• How babies are made</li> <li>• How people and young people are portrayed in the media and the affects this can have on young people</li> </ul> <p><i>This will help me to understand the changes that will happen to me and others in the future. Importantly, I will also be able to recognise how media can portray things differently and how I can keep myself safe.</i></p>
<b>Skill Learning</b>	<b>SUMMER</b>			
	<p><b>CHALLENGING YOURSELF at Lockyer's</b></p> <ul style="list-style-type: none"> <li>• <b>Check</b> the WILF: <b>Reflect</b> on what you can already do, and what would be a little difficult to achieve.</li> <li>• <b>Request</b> support or challenge to achieve the next step.</li> <li>• <b>Read and listen to</b> feedback from teachers that will enable you to take the next step.</li> <li>• <b>Take pride</b> in stretching yourself.</li> <li>• <b>Compete</b> with yourself, not others.</li> </ul>			

\*Taught in units in rotation across the year.