

Year 5/6 Cycle B	Autumn Term		Spring Term		Summer Term	
	Term 1 South America - The Amazon (Geography)	Term 2 Mayans (History) Trip to Chocolate making	Term 3 Protecting the Environment (Geography)	Term 4 The Ancient Greeks (History) Greek Day	Term 5 Our world in the future (Geography)	Term 6 World War I & II (History)
English Narrative Year 5	Katherine Rundell: The Explorer	David Wisniewski The Rain Player	📖 POETRY: Alfred Noyes: Highwayman Poetry	Ancient Greece Odysseus	📖 Michael Morpurgo: I Believe in Unicorns Narrative	📖 Roberto Innocenti: Rose Blanche Narrative
English Narrative Year 6	Michael Morpurgo Kensuke's kingdom Narrative	David Wisniewski The Rain Player	Eloise Greenfield Thinker: The puppy poet and me	Odysseus	Francesca Sanna The Journey	Michael Morpurgo: Goodnight Mister Tom
Spelling	Taken from the National Curriculum Spelling List for Years 5 and 6					
Handwriting	Following school scheme Letterjoin					
Guided Reading Focus	Decoding/word reading	Literal understanding and retrieval	Response to text	Inferential reading	Fluency and phrasing	Response to text
Class Story	Various texts by high quality age appropriate authors The curse of the Maya	Various texts by high quality age appropriate authors The curse of the Maya	Various texts by high quality age appropriate authors	Various texts by high quality age appropriate authors Once upon Olympus	Various texts by high quality age appropriate authors Letters from the Lighthouse	Various texts by high quality age appropriate authors
Maths	<u>Year 5 White Rose Maths</u> Number: Place Value Number: Addition and Subtraction Statistics	<u>Year 5 White Rose Maths</u> Number: Multiplication and Division Measurement: Perimeter and Area Consolidation/PiXL Testing	<u>Year 5 White Rose Maths</u> Number: Multiplication and Division Number: Fractions	<u>Year 5 White Rose Maths</u> Number: Fractions Number: Decimals and percentages Consolidation	<u>Year 5 White Rose Maths</u> Number: Decimals Geometry: Properties of shapes Geometry: position and direction	<u>Year 5 White Rose Maths</u> Measurement: Converting units Measurement: Volume
	<u>Year 6 White Rose Maths</u> Number: Place Value Number: Addition and Subtraction,	<u>Year 6 White Rose Maths</u> Number: Fractions Geometry: position and direction	<u>Year 6 White Rose Maths</u> Number: Decimals Number: Percentages Number: Algebra	<u>Year 6 White Rose Maths</u> Measurement: Converting units	<u>Year 6 White Rose Maths</u> Geometry: Properties of shapes Problem Solving Statistics	<u>Year 6 White Rose Maths</u> Investigations Consolidation

	<p>Multiplication and Division</p>	<p>Consolidation/PiXL Testing</p>		<p>Measurement: Perimeter, Area and Volume Number: Ratio Consolidation</p>		
<p>Science</p>	<p>Forces</p> <p>The children learn and explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. They identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognising that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	<p>Space</p> <p>The children explore ideas about how the solar system has developed, gaining an understanding of how the geocentric model of the solar system gave way to the heliocentric model.</p> <p>They develop an understanding of the relationships between the Earth, Sun and Moon and how they influence life on Earth.</p>	<p>Properties of materials</p> <p>The children will develop a deeper understanding of a wide range of scientific ideas. They will do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically.</p> <p>The children would encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They would also begin to recognise that scientific ideas change and develop over time. They will select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different</p>	<p>Animals Including Humans</p> <p>The children focus on the growth and development of humans, they are able to describe changes as humans develop to old age.</p>	<p>Reproduction A & B</p>	<p>Reversible and irreversible changes</p>

			<p>periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. The children would draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.</p>			
<p>History</p>		<p>The Mayan Civilisation</p> <p>In this unit, the children will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether</p>		<p>The Ancient Greeks</p> <p>In this unit, the children will learn about aspects of political, social and cultural Ancient Greek life. They will focus on some areas in depth, such as the systems of government, religion and the importance of the Olympic Games. They will examine the legacy of the Ancient Greeks, and will have opportunities for further study of areas of interest. While they will gain an overview of the time period, the main focus will be on the Classical period. Elements of the unit can</p>		<p>World War I & II</p> <p>In this unit, the children will research and compare the impact of the First and Second World Wars on their locality. The unit does not aim to study the First or Second World Wars, as these are both part of the secondary school curriculum. Some context about the wars is provided for the children, but the focus of the sessions is on the Home Front and how the wars impacted on the community. In the course of the unit, the children will make a number of visits around the local</p>

		everything they read online is reliable. They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence. While studying the unit, it is important to check the news for information about any new finds about the culture.		also be used in a study of post-1066 British history and the legacy of Greek culture. The children will utilise a variety of sources of evidence to develop their knowledge and understanding of the time period.		community to gather or check evidence.
Geography	<p>South America - The Amazon</p> <p>In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected. The unit builds on previous work the children may have done in Key Stage 1 on rainforests and climate, and the units of work on North America and Climate, earlier in this series.</p>		<p>Protecting the Environment</p> <p>In this unit, the children will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.</p>		<p>Our world in the future</p> <p>In this unit, as the children move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit helps them see change as positive and to feel optimistic about the changes that lie ahead.</p>	
RE	<p>GOD What does it mean if God is loving and holy?</p>	<p>INCARNATION Was Jesus the Messiah? <i>CORE LEARNING</i></p>	<p>PEOPLE OF GOD How can following God bring freedom and justice?</p>	<p>SALVATION What did Jesus do to save human beings?</p>	<p>JUDAISM What does it mean to be Jewish in Britain today?</p>	<p>ISLAM What does it mean to be a Muslim in Britain today? (Part 1)</p>
	Sharing Information	Vector Drawing	Video Editing	Flat file databases	Programming A	Game Makers

COMPUTING
E-Safety

In this unit, learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members and develop their skills in working together online.

In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work.

Learners will learn how to create short videos by working in pairs or groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Learners are guided with step-by-step support to take their idea from conception to completion. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.

This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others.

In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. Learners will be introduced to a microcontroller (Crumble controller) and learn how to connect and program it to control components (including output devices – LEDs and motors). Learners will be introduced to conditions as a means of controlling the flow of actions in a program. Learners will make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the 'if...then...' structure) and write algorithms and programs that utilise this concept. To conclude the unit, learners will design and make a working model of a fairground carousel that will demonstrate their understanding of how the microcontroller and its components are connected, and how selection can be used to

In this unit, pupils develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs using the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.

					control the operation of the model. Throughout this unit, learners will apply the stages of programming design.	
MFL -Spanish						
RSHE	<p>Changing me - Jigsaw Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p> <p>YEAR 6 Puberty and feelings Conception to birth</p>	<p>Relationships - Jigsaw Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p>	<p>Being in my world - Jigsaw Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p>Celebrating difference -Jigsaw Cultural differences and how they can cause conflict Racism Rumours and name calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Dreams and goals - Jigsaw Future dreams The importance of money, jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Healthy me - Jigsaw Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>
Music	<p>Playing the ukulele Pupils will learn how to play the ukulele and compose their own short pieces</p>		<p>Classical composer - Handel After listening to music composed by Handel (The Messiah), pupils will discuss their opinions and understanding of the instruments used to produce the piece</p> <p>Playing the ukulele Pupils will learn how to play the ukulele</p>	<p>The Planets - Holst Holst composed music to represent the different planets of the Solar System. Pupils will compare the pieces to the planets they represent and think about how suited they are.</p> <p>Playing the ukulele Pupils will learn how to play the ukulele</p>	<p>Playing the ukulele Pupils will learn how to play the ukulele and compose their own short pieces</p>	<p>Inspirational wartime tunes: Pupils will listen to traditional wartime tunes, sharing their opinions, comparing them to contemporary music and discussing the moral boosting messages contained within them.</p>

ART	<p>Painting and mixed media: Portraits (Year 5)</p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>		<p>Craft and design: Architecture (Year 5)</p> <p>Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design.</p>		<p>Drawing: I need space (Year 5)</p> <p>Exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.</p>	
DT		<p>Textiles: Stuffed toys (Year 5)</p> <p>Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch</p>		<p>Mechanical systems: Pop-up book (Year 5)</p> <p>Create a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.</p>		<p>Cooking and nutrition: What could be healthier? (Year 5)</p> <p>Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe.</p>
PE	<p><u>Tag rugby</u> <u>Swimming</u></p>	<p><u>Hockey</u> <u>Dance</u></p>	<p><u>OAA (Outdoor Adventurous Activities)</u> <u>Gymnastics</u></p>	<p><u>Netball</u> <u>Yoga</u></p>	<p><u>Athletics</u> <u>Swimming</u></p>	<p><u>Rounders</u> <u>Swimming</u></p>