

Cycle A / B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole school Global Theme	Culture, community and development (identity and association)	Conflict and resolution (relationships and mediation)	Awe and wonder (Intrigue and curiosity)	Integrity, honesty and difference (Appreciation)	Analyse and Evaluate (Exploration, trust and safety)	Changing (Transition)
Theme name and question	How can we help our planet?	How have the Mayans shaped our today?	Would you have survived the Battle of Britain?	Which leader would you follow?	How might you stay happy and healthy?	Where might your invention take you?
Curriculum Team focus	Culture and community	Culture and community	Culture and community	Culture and community	Creativity and expression	Innovation and Enterprise
Subjects covered across half term	Geography Art French Music RE RSHE Science	History Design & Technology Geography Science Art Music RE RSHE	History Science French Music RSHE	History Music French RE RSHE Science	Art French Design & Technology Computing RE RSHE Science	Design & Technology Computing Science RE RSHE Music
Experiences to support knowledge acquisition	WOW Days, trips etc. Residential	Explorer Academy workshop				
Potential Writing outcomes	Informal letter writing Writing in role Diary Persuasive speeches Narrative writing	Writing in role Letter writing Poetry Narrative writing Information text Newspaper report Autobiography	Writing in role Newspaper writing Poetry Explanation Diary writing	Note taking Timeline Pen portraits Biographies Speeches Persuasive letters and responses Prison letters and accounts Petition Eyewitness accounts Newspaper report – with bias Banners and slogans Posters, flyers and pamphlets Flags, badges and sashes Song lyrics for an anthem Persuasive text of choice: letter, poster, blog, petition, film script, etc.	Free writing Free verse poetry Annotating Field notes Autobiography Letter writing Writing in role Bookmaking	Diary entries Debate/discussion text Playscript Persuasive texts Letters (both formal and informal) Poetry Newspaper Email
Grammar objectives	To recognise the difference between language typical of formal and informal speech To understand the difference between structures of formal and informal speech To use expanded noun phrases to convey complicated information concisely	To use the passive voice to affect the presentation of information in a sentence To understand the difference between structures of formal and informal speech including the subjunctive To use a range of layout devices including columns, subheadings, bullet points, or tables, to structure text	To use expanded noun phrases to convey complicated information concisely	To use a range of layout devices including columns, subheadings, bullet points, or tables, to structure text Punctuation of bullet points to list information	To use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma	To understand how hyphens can be used to avoid ambiguity
Reading Skills (not objectives)	Linking Sentences Gist Visualisation	Connecting Questioning Predicting	Grammar-Pronoun tracking Grammar-noun phrases Grammar- Determiners	Grammar-conjunctions Vocabulary	Theme Inference	Inference Revisiting combined skills
Texts to be used	Floodland by Marcus Sedgwick	The Viewer by Gary Crew	Goodnight Mister Tom by Michelle Magorian	Suffragette the battle for equality by David Roberts	Skellig by David Almond Sensational by Roger McGough	Pig Heart Boy by Malorie Blackman

<p>Retrieval opportunities from previous years learning</p>	<p>Where is the learning coming from? Y5 objectives</p>					
<p>Maths Objectives</p>	<p>To read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. To round any whole number to a required degree of accuracy. To use negative numbers in context, and calculate intervals across zero. To solve number problems and practical problems that involve number and place value. To perform mental calculations, including with mixed operations and large numbers. To use their knowledge of the order of operations to carry out calculations involving the four operations. To solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. To solve problems involving addition, subtraction, multiplication and division. To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. To divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. To divide numbers up to 4 digits by a two-digit number using the formal written method of short division where</p>	<p>To compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number for example, $2\frac{5}{5} + \frac{4}{5} = 6\frac{5}{5} = 1\frac{1}{5}$. To add and subtract fractions with the same denominator and denominators that are multiples of the same number. To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. To read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]. To describe positions on the full coordinate grid (all four quadrants). To draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p>	<p>To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. To round decimals with two decimal places to the nearest whole number and to one decimal place. To read, write, order and compare numbers with up to three decimal places. To solve problems involving number up to three decimal places. Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. To solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$ and those fractions with a denominator of a multiple of 10 or 25. To use simple formulae. To generate and describe linear number sequences. To express missing number problems algebraically. To find pairs of numbers that satisfy number sentences involving two unknowns. To enumerate possibilities of combinations of two variables.</p>	<p>To solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to three decimal places. To convert between miles and kilometres. To recognise that shapes with the same areas can have different perimeters and vice versa. To recognise when it is possible to use the formulae for area and volume of shapes. To calculate the area of parallelograms and triangles. To calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units [for example, mm³ and km³]. Ratio?</p>	<p>To draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes including making nets. To compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. To illustrate and name parts of circle, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. To describe positions on the full coordinate grid (all four quadrants). To draw and translate simple shapes on the coordinate plane, and reflect them in the axes. Interpret and construct pie charts and line graphs and use these to solve problems. To calculate and interpret the mean as an average.</p>	<p>Consolidation and themed projects post-SATs. Look at objectives from spiral transition project</p>

	<p>appropriate, interpreting remainders according to the context. To identify common factors, common multiples and prime numbers. To use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>					
Art Objectives	<p>To know foreground, middle ground and background are created through composition. Rousseau</p>	<p>To know a digital image is created by layering.</p>		<p>To know how Jean-Michel Basquiat rose to success.</p>		<p>To know how Vincent Van Gogh used impasto techniques to make his art dynamic.</p>
Music Objectives	<p>To know the instruments and groupings of an orchestra</p>	<p>To know techniques and styles from different times and places.</p>	<p>To know short melodies and play these on pitched percussion. To know the instruments and groupings in an orchestra To know techniques and styles within music from different times and places.</p>	<p>To know there are different ways of writing music down eg.staff notation symbols</p>		<p>To know music by style and composer.</p>
Geography Objectives	<p>To know the names of biomes To know the names and locate world's deserts To name and locate North and South American countries To know the position of the Prime/Greenwich Meridian To know economic activity and distribution of natural resources including energy, minerals and water. To know that topography is the study of form and feature of land and a topographical map represents this.</p>				<p>To know main human and physical differences between developed and developing countries (Study of Benin and Norway)</p>	
History Objectives		<p>To know the Mayans created elaborate architecture including: temples, pyramids, palaces and observatories To know Mayans developed the science of astronomy,</p>	<p>To know that WWII began in 1939 and ended in 1945. To know the Battle of Britain was the defense against a large scale attack from Nazi Germany.</p>	<p>To know the significant leaders of the war (Churchill, Chamberlain, Hitler, Mussolini, Eisenhower) To know that rationing was in place due to scarcity of food</p>		

		<p>calendar systems and hieroglyphic writing</p> <p>To know the Mayans had a class system</p> <p>To know the Mayan people were skilled farmers</p> <p>To know the Mayan civilization was never unified and had a number of small states led by Kings</p>	<p>To know that children were evacuated due to the blitz.</p>			
Science Objectives	<p>To know 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.</p> <p>To classify plants and animals based on specific characteristics.</p>	<p>To know the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>To know the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>To know ways in which nutrients and water are transported within animals, including humans.</p>	<p>To know living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>To know living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>To know animals and plants have adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>To know living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>To know living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>To know animals and plants have adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>To know that light travels in straight lines.</p> <p>To know we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>To know that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>To know the brightness of a lamp or the volume of a buzzer is associated with the number and voltage of cells used in the circuit.</p> <p>To know different component's function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>To know recognised symbols when representing a simple circuit in a diagram.</p>
RE Objectives	<p>To know some big moral concepts such as fairness, honest and comparing them with the ideas of others they have studied.</p> <p>To know why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>To know beliefs and behaviours in different religions</p>	<p>To know connections between examples of religious creativity (buildings and art).</p> <p>To know the value of sacred buildings and art.</p> <p>To know reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>To know why some humanists criticise spending on religious buildings or art.</p>	<p>To know the challenges of being a Hindu, Christian or Muslim in Britain today.</p> <p>To know connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in 3 religions.</p> <p>To know similarities and differences between beliefs and behaviour in different faiths.</p>	<p>To know the challenges of being a Hindu, Christian or Muslim in Britain today.</p> <p>To know connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in 3 religions.</p> <p>To know similarities and differences between beliefs and behaviour in different faiths.</p>	<p>To know about how and why religion can help believers when times are hard, giving examples.</p> <p>To know Christian, Hindu and non religious beliefs about life after death.</p> <p>To know some similarities and differences about beliefs about the after death.</p> <p>To know reasons why Christians and Humanists have different ideas about an afterlife.</p>	<p>To know what Christians mean about humans being made in the image of God and being 'fallen'</p> <p>To know some Christian and humanist values simply.</p>
PE Objectives	<p>Dance</p> <p>To copy and repeat a set dance phrase showing confidence in movements</p> <p>To work collaboratively with a partner to explore and develop the dance idea</p> <p>To use changes in level and speed when choreographing</p> <p>To copy and create actions using a prop as a dance stimulus</p> <p>To use choreographing devices to improve how the performance looks</p>	<p>Hockey</p> <p>To develop dribbling to beat a defender</p> <p>To develop sending the ball using a push pass</p> <p>To develop receiving the ball with control</p> <p>To be able to move into space to support a teammate</p> <p>To develop using an open stick (block) tackle and jab tackle to gain possession of the ball</p> <p>To apply the rules and skills you have learnt to play in a hockey tournament</p>	<p>Football</p> <p>To be able to dribble the ball under pressure</p> <p>To pass the ball accurately to a target to help to maintain possession</p> <p>To use different turns to keep the ball away from defenders</p> <p>To develop defending skills to gain possession</p> <p>To develop goalkeeping skills to stop the opposition from scoring</p> <p>To be able to apply the rules and tactics you have learnt</p>	<p>Gymnastics</p> <p>To be able to develop the straddle, forward and backward roll</p> <p>To develop counter balance and counter tension</p> <p>To be able to perform inverted movements with control</p> <p>To be able to perform the progressions of a headstand and a cartwheel</p> <p>To be able to use flight from hands to travel over apparatus</p> <p>To be able to create a group sequence using formations and apparatus</p> <p>Yoga</p>	<p>Rounders</p> <p>To develop the bowling action and understand the role of the bowler</p> <p>To develop batting technique</p> <p>To make decisions about where and when to send the ball to stump a batter out</p> <p>To develop a variety of fielding techniques and when to use them in a game</p> <p>To develop long and short barriers in fielding and understand when to use them</p>	<p>Athletics</p> <p>To work collaboratively with a partner to set a steady pace</p> <p>To develop your own and others sprinting technique</p> <p>To develop power, control and technique for the triple jump</p> <p>To develop power, control and technique when throwing for distance</p> <p>To develop throwing with force and accuracy for longer distances</p> <p>To work collaboratively in a team to develop the</p>

	<p>To select actions and dynamics to convey different characters To choreograph a dance that shows contrasting characters To communicate a story through dance</p> <p>Swimming To develop gliding, front crawl and backstroke To develop rotation, sculling and treading water To develop the front crawl stroke and breathing technique To develop the technique for backstroke arms and legs To develop breaststroke and breathing technique To develop basic skills of water safety and floating To develop the dolphin kick To learn techniques for personal survival To develop water safety skills and an understanding of personal survival To increase endurance in swim challenges To identify fastest strokes and personal bests</p>	<p>Swimming To develop gliding, front crawl and backstroke To develop rotation, sculling and treading water To develop the front crawl stroke and breathing technique To develop the technique for backstroke arms and legs To develop breaststroke and breathing technique To develop basic skills of water safety and floating To develop the dolphin kick To learn techniques for personal survival To develop water safety skills and an understanding of personal survival To increase endurance in swim challenges To identify fastest strokes and personal bests</p>	<p>to play in a football tournament</p>	<p>To develop an understanding of yoga To develop flexibility through the sun salutation flow To develop strength through yoga flows</p>	<p>To apply the rules and skills you have learnt to play in a rounders tournament</p>	<p>officiating skills of measuring, timing and recording</p>
<p>DT Objectives</p>		<p>To know how to describe mechanism in operation, predict movements and make amendments.</p>			<p>To know how the different appliances work and their settings. Consider which food would be cooked/prepared using these appliances and how they differ.</p>	<p>To know how key events and individuals in design and technology have helped. To know how to create exploded designs to illustrate detail and intricacies.</p>
<p>RSHE Objectives</p>	<p>To know that there are universal rights for all children but for many children these rights are not met. To know that my actions affect other people locally and globally. To know how an individual's behaviour can impact on a group. To know how democracy and having a voice benefits the school community.</p>	<p>To know that there are different perceptions about what normal means. To know how being different could affect someone's life. To know some of the ways in which one person or a group can have power over another. To know some of the reasons why people use bullying behaviours. To know examples of people with disabilities who lead amazing lives. To know ways in which difference can be a source of conflict and a cause for celebration.</p>	<p>To know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal). To know problems in the world that concern me and talk to other people about them. To know some ways in which I can work with other people to help make the world a better place. To know what some people in my class like or admire about me and can accept their praise.</p>	<p>To know about different types of drugs and their uses and their effects on the body particularly the liver and heart. To know that some people can be exploited and made to do things that are against the law. To know why some people join gangs and the risks this involves. To know what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p>	<p>To know that it is important to take care of my mental health. To know how to take care of my mental health. To know there are different stages of grief and that there are different types of loss that cause people to grieve.</p>	<p>To know about my own self-image and how my body image fits into that. To know how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. To know how a baby develops from conception through the nine months of pregnancy, and how it is born. To know how being physically attracted to someone changes the nature of the relationship and what that</p>

						<p>might mean about having a girlfriend/boyfriend.</p> <p>To know the importance of a positive self-esteem and what I can do to develop it.</p> <p>To know what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p>
MFL Objectives	To know the geography of some Francophone countries including climate, terrain and fauna		Comparing things using plus and moins and adjectives. Comparing the past and present using il y avait/il y a and il/elle ests and il/elle etoit.	Consolidation of all grammatical knowledge from books 1 – 3. Prepositions of place. To know the conjugation of regular – er verbs and 2 high frequency verbs eg. Etre and aller in the present tense. Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs and manipulate them according to gender and number. Awareness of 3 verb groups; -er,-ir,-re and the role of the infinitive.	Use of the infinitive with Je veux and Jaime.	
Computing Objectives					<p>To know benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.</p> <p>To know secure sites by looking for privacy seals of approval, e.g. https, padlock icon.</p> <p>To know the benefits and risks of giving personal information and device access to different software.</p> <p>To know the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</p> <p>To know the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text photographs and videos and the impact of sharing these online.</p>	<p>To know what a LAN and a WAN are.</p> <p>To know how we access the internet at school.</p>