

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	People who help us Inspirational People, Aspirational us! Past & Present Aspirations – college, university, apprenticeships	Crime and punishment Rampaging Raiders Is it justice? Vikings / raids and invasions	Ever changing technology A Flash in Time Greek maths/astronomers Progression of computing – New job opportunities	Ever changing world The Great Debate Ancient Greeks/Monarchy Democracy	High View Cares Deforestation, Destruction, DEATH! Rainforests around the world – David Attenborough – Deforestation Trade/ natural resources, energy etc. biomes	
Texts Drivers	Holes	Nowhere Emporium	Phoenix	Ship of Shadows	Can You See Me?	High Rise Mystery
S C I E N C E	Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans. Teach Y4 objectives on digestive system.	Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram.		Living things and their habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.	Charles Darwin – Evolution & Inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
G E O G R A P H Y		Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water			Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
H I S T O R Y		Vikings the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Viking raids and invasion Timeline – link to prior learning as well as specifically Vikings. Place current study on time line in relation to other studies Recognise primary and secondary sources	Ancient Greeks Ancient Greece – a study of Greek life and achievements and their influence on the western world Timeline Use a time line to place events, periods and cultural movements (linked to art, music and architecture) from around the world.	Ancient Greeks Ancient Greece – a study of Greek life and achievements and their influence Linking to democracy Democracy and ostracism Answer historical questions by describing, explaining and evaluating using specific historical terminology.		

		Using their knowledge and understanding, children ask historical questions and evaluate historical sources. Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies. Bring knowledge gathered from several sources together in a fluent account. Look at different versions of the same event in history and identify differences in the accounts. Know that people both now and in the past represent events or ideas in a way that persuades others. Know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history. Give clear reasons why there may be different accounts of history. Consider ways of checking the accuracy of interpretations Be aware that different evidence will lead to different conclusions Propaganda vs trusted sources	Using their knowledge and understanding, children ask historical questions and evaluate historical sources.			
D T			Electrical systems – steady hand game	Digital World – Navigating the World		DT – Come dine with me!
A R T	Art - Graffiti Tag – Picasso	Art – Still life – memory box			Art - Photography	
M U S I C	Pop/Motown – Happy How music makes you feel.	Classroom Jazz 2 – Jazz, Latin, Blues	Benjamin Britten – A New Year Carol – Western classical music, Gospel, Bhangra	You’ve Got a Friend – The music of Carole King	Music and Me – Contemporary, music and identity	Reflect, rewind and replay – western classical music and your choice from Y6.
C O M P U T I N G	Spreadsheets Unit 6.3	Blogging Unit 6.4	Coding Unit 6.1 Quizzing Unit 6.7	Quizzing Unit 6.7	Text adventures Unit 6.5 Binary Unit 6.8	

PHSE	<p>To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.</p> <p>Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</p> <p>Drugs, alcohol and tobacco - the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking</p>	<p>To deepen their understanding of good and not so good feelings. To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>Basic first aid - how to make a clear and efficient call to emergency services if necessary</p> <p>Basic first aid - concepts of basic first-aid, for example dealing with common injuries, including head injuries</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p>	<p>E-Safety</p> <p>Pupils should be aware of how to keep safe online. Where and how to get help. Use SMART rules and use Acceptable Use Policy. Identify what and who to report to.</p> <p>Involve children in making/developing the AUP for your school.</p> <p>PEGI System – age related games. Why do games have an age on them?</p> <p>Minimum age for websites and apps.</p> <p>Peer pressure to engage in social networks and social media increases hugely from Year 7 onwards. Address their concerns relating to this and how they can manage requests for new friendships etc.</p>	<p>Mental well-being - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others feelings (mental well-being) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Being safe - how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>To develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ (e.g their contribution to society through the payment of VAT)</p> <p>YEAR 6 THE WORKING WORLD IN-APP PURCHASES</p>	<p>Sexting or nude selfies – taking, sharing and retaining is illegal under 18. Explain the law.</p> <p>About human reproduction and conception (and that this can be prevented)</p> <p>Key questions</p> <p>Life cycles/human reproduction</p> <p>What is sex/sexual intercourse? How many sperm does a man produce? How many eggs does a woman have? How do sperm reach the egg to make a baby? Does conception always occur or can it be prevented? How do families with same-sex parents have babies? How does the baby develop?</p> <p>Keeping safe and looking after myself</p> <p>How can people get diseases from sex and can they be prevented? What is HIV, how do you get it and how can you protect yourself from it?</p> <p>People who help me/getting help and advice</p> <p>Who can I talk to if I want help and advice? Where can i find information about puberty and sex? How can I find reliable information about these things safely on the internet?</p> <p>Assessment suggestions</p> <p>Mind map of prior knowledge and knowledge and understanding learnt</p> <p>True or false statements</p>	
RE	<p>Judaism</p> <p>Question 5:</p> <p>What can be learnt from the lives of significant people of faith?</p>	<p>Christianity</p> <p>Question 5:</p> <p>What can be learnt from the lives of significant people of faith?</p>	<p>Judaism</p> <p>Question 3:</p> <p>How can faith contribute to community cohesion?</p>	<p>Christianity</p> <p>Question 3:</p> <p>How can faith contribute to community cohesion?</p>	<p>Judaism</p> <p>Question 6:</p> <p>How do I and others feel about life and the universe around us?</p>	<p>Christianity: Question 6</p> <p>How do I and others feel about life and the universe around us?</p>
TRIPS		<p>Robinwood – December</p>				
PARENT WORKSHOP	<p>Parent workshop – future careers and how to get there</p>		<p>Parent workshop – Steady hand game – DT links</p>		<p>Parent workshop – prop making</p>	