Year Group/Phase: Year 5/6		Academic Year: 2017-18	
Term and theme	**Autumn** **Heroes and Villains (of the Victorian Age)**	**Spring** **Space Invaders**	**Summer** **Wonders of the World**
MoE/ English	Newspaper / Non-chron report Informal / formal letter Recount Narrative Character profiles Diary entry Poetry	Non-fiction / Factual Explanation / Instructions Recount / Non-chron Report Diary entry / Captain's log Persuasive Poetry	Non-fiction / Factual Recount / Non-chron Report Formal / Informal letter Poetry Scriptwriting
Maths	Following the Rising Stars Year 5 and 6 Sequences: Number properties Addition and subtraction Multiplication and division (both mental and written) Word problems Money Time (12 and 24 hour) Fractions, decimals and percentages Measures and space including volume, area and perimeter Properties of 2D and 3D shapes Data handling/Statistics	Following the Rising Stars Year 5 and 6 Sequences: Number properties Addition and subtraction Multiplication and division (both mental and written) Money word problems Time word problems Fractions, decimals and percentages Measures and space including volume, area and perimeter Properties of 2D and 3D shapes Data handling/Statistics SATS-based revision including arithmetic and reasoning	Following the Rising Stars Year 5 and 6 Sequences: Number properties revision Addition and subtraction revision Multiplication and division revision (both mental and written) Money revision Time revision Fractions, decimals and percentages revision Measures and Space including volume, area and perimeter Properties of 2D and 3D shapes Data handling/Statistics analysis revision SATS-based revision including arithmetic and reasoning
Science	Animals (including humans) – discoveries of the Victorian age, how the changes as humans develop to old age, identifying and naming the main parts of the human circulatory system and the functions of the heart, blood vessels and blood. Recognising the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Electricity – discoveries of the Victorian age, learning to associate 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 use recognised symbols when representing a simple circuit in a diagram.	Earth and Space - the movement of the Earth, and other planets, relative to the Sun in the solar system and the movement of the Moon relative to the Earth and the Sun, Earth and Moon as approximately spherical bodies. Being able to use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. Forces - that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and 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	Evolution and Inheritance – children can 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. Properties and Changes of Materials – children to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a

			solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular♣ uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes♣ explain that some changes result 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.
Humanities	Children can locate the 2017 countries of the world, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. What was the British Empire? What did a political map of Europe look like in the Victorian age? Children to the changing power of monarchs using Victoria as a case study. Look at changes in an aspect of social history, such as crime and punishment and entertainment from the Victorian age to the present (including culture – art, architecture or literature). Looking at a significant turning point in British history like the first railways – Isambard Kingdom Brunel.	Children develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Children describe and understand key aspects of: 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.
DT and Art	Children to learn about great artists, architects and designers of the Victorian age. Children to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Children to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	Children to select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Children to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. Children to apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply

			their understanding of computing to program, monitor and control their products.
PE	Net and ball games with Saints Invasion games – football and rugby – with Mr Sloman	Outdoor adventures with Saints. Dance and Gymnastics with Mr Sloman	Bat and ball games – cricket and rounders – with Saints Athletics with Mr Sloman
RE	Mrs Thompson: Studying Judaism and Christianity. Rules and boundaries in everyday life (British Values), and rules and boundaries in religions.	Mrs Thompson: Studying Islam and the festival of Eid, and Hinduism. The history of Islam and Hinduism and the religions both across the world and in the UK (British values).	Mrs Thompson: Studying Sikhism and the festival of Vaisakhi and Buddhism. The history of Sikhism and Buddhism and the religions both across the world and in the UK (British values).
PSHE **Philosophy for Children** **Unicef Children's Rights** **British Values**	BEING HEALTHY 12 - All children have a right to be able to give an opinion when adults are making decisions that will affect them and adults should take it seriously. 19 – All children have the right to feel safe and be protected. 24 – All children have the right to good health and quality health care. All children should have clean water, nutritious food and a clean environment so they stay healthy 29 – Education should teach children to respect their natural environment British Values: Democracy The rule of law Tolerance and mutual respect Individual liberty	MAKING A POSITIVE CONTRIBUTION / STAYING SAFE 12 – All children have a right to be able to give an opinion when adults are making decisions that will affect them and adults should take it seriously. 13 - All children have the right to find out things, and say what they think through speaking, writing, drawing etc unless it breaks the rights of others 19 – All children should be protected from violence, abuse or neglect. All children have the right to feel safe. 31 – All children have the right to play and relax, and join in a wide range of activities. British Values: Democracy The rule of law Tolerance and mutual respect Individual liberty	ENJOYING AND ACHIEVING / ACHIEVING ECONOMIC WELL-BEING 14 - All children have the right to think and believe what they want and to practise their religion. 19 – All children should be protected from violence, abuse or neglect. All children have the right to feel safe. 24 – All children have the right to the best healthcare education, advice and support possible to help them make informed decisions. 29 – Education should prepare children to live responsibly and peacefully in a free society. 29 – All children should respect their natural environment. 31 – All children have the right to play and relax, and join in a wide range of activities. British Values: Democracy The rule of law Tolerance and mutual respect Individual liberty
French	Children to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; Children to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; ask and answer questions; express opinions and respond to those of others; seek clarification	Children to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Children to present ideas and information orally to a range of audiences. Children to be able to read carefully and show understanding of words, phrases and simple writing and appreciate stories,	Children to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Children to write phrases from memory, and adapt these to create new sentences, to express ideas clearly and describe people, places, things and actions orally and in writing.

	and help, speak in sentences, using familiar vocabulary, phrases and basic language structures.	songs, poems and rhymes in the language.	
Music	Play and perform in solo and ensemble contexts, playing our musical instruments with increasing accuracy, fluency, control and expression, Listen with attention to detail and recall sounds with increasing aural memory.	Play and perform in solo and ensemble contexts, using our playing musical instruments with increasing accuracy, fluency, control and expression, Use and understand staff and other musical notations, Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Whole school sea shanties – rehearsal and performance	Play and perform in solo and ensemble contexts, using our playing musical instruments with increasing accuracy, fluency, control and expression, Develop an understanding of the history of music.
Computing	Discovery Education – Espresso: Children design, write and debug programs that accomplish specific goals; children to solve problems by decomposing them into smaller parts and use sequence, selection, and repetition in programs; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Digital literacy: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Discovery Education – Espresso: Children use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs; children to understand computer networks including the internet - how they can provide multiple services, such as the world wide web.	Discovery Education – Espresso: Children select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Digital literacy: use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Cooking and Nutrition	Following the skills and lesson sequence on www.foodafactoflife.org.uk	Following the skills and lesson sequence on www.foodafactoflife.org.uk	Following the skills and lesson sequence on www.foodafactoflife.org.uk