

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Vikings	Galapagos Islands	Trade	Early Islamic Civilisation	Biomes	Oh, the Places you’ll Go...

Aut 1	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Vikings	White Rose Place Value Addition, subtraction, multiplication and division Fractions A	Writing Stimulus Wolf Brother by Michelle Paver Written Outcomes ▪ Script marking ▪ Note making ▪ Character description ▪ Storyboard ▪ Eyewitness account ▪ Poetry ▪ Journal	Light •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.	History – Vikings •What image do we have of the Vikings? •Why have the Vikings gained such a bad reputation? •How did the Vikings try to take over the country and how close did they get? •How have recent excavations changed our view of the Vikings? •What can we learn about Viking settlement from a study of place-name endings? •Raiders or settlers: how should we remember the Vikings?	DT Project on a Page: Cams • Understand that mechanical systems have an input, process and an output. • Understand how cams can be used to produce different types of movement and change the direction of movement. • Know and use technical vocabulary relevant to the project.	Charanga Unit: Happy Style: Pop/Motown Topic and cross-curricular links: What makes us happy?	Real PE 1 In this unit, the children will develop and apply their ball skills and reaction and response through focused skill development sessions, modified/non-traditional games and sports and healthy competition. Netball	Does it matter what we believe about creation? • explore different views of creation and consider the consequences of holding certain beliefs	Computing systems and networks – communication and collaboration Children explore how data is transferred over the internet. They initially focus on addressing, before they move on to the makeup and structure of data packets. They then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet.	First week task – application to School, Green or Well-being council Health and wellbeing Foundations for Well-being Curriculum (PSHE Association) Firework safety x1 lesson Zones of Regulation (Lesson 12) Bikeability - Cycle awareness training	La Jolie Ronde: Classroom routines: Answering the register Saying the date Describing the weather Asking for classroom objects Following instructions Recap of simple negative from Y4: <i>Je n’ai pas de As-tu...?</i> Recap of clothes vocabulary from lesson 4 <i>+ des chaussures, des chaussettes, un sweat</i> Recap of expressing opinions from Y3, Y4, Y5: <i>J’aime, Je n’aime pas</i> Justifying opinions: <i>Je n’aime pas le rouge C’est + adjective</i>

Aut 2	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Galapagos	White Rose Fractions B Converting Units Statistics Position and Direction	Writing Stimulus Twitch by M. G. Leonard Written Outcomes ▪ Balanced Argument ▪ Information Writing ▪ Personal Writing ▪ Writing in Role ▪ Poetry ▪ News Report ▪ Extended Narrative	Evolution and 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.	Geography - Galapagos Islands We will be comparing three contrasting localities (Headington, the Galapagos Islands, and Tuktoyaktuk) by investigating their environments, land use, weather and future challenges. This will give the children the opportunity to develop their human and physical geography knowledge, as well as their fieldwork and mapping skills.	Art focus: Printing (lino) Artists/Artwork: 1. William Morris 2. M C Escher 3. Sally-Anne Stewart (local/ contemporary) • overprint using different colours • create an accurate print design that meets a given criteria • look carefully at the methods they use and make decisions about the effectiveness of their printing methods • print onto different materials • print using a new technique	Charanga Unit: Classroom Jazz 2 Style: Jazz, Latin, Blues Topic and cross-curricular links: History of music - Jazz in its historical context. Links to other units: Supports improvisation generally in other units.	Real PE 2 In this unit, the children will develop and apply their dynamic balance on a line and counter balance with a partner through focused skill development sessions, modified/non-traditional games and sports and healthy competition. Hockey Children learn to perform and combine skills, at speed, with confidence and control. Children choose and apply skills that meet the need of the situation such as keeping possession or moving to get away from an opponent. Children improve teamwork skills, follow rules of the game and understand formations and individual roles.	Is “God, made man” a good way to understand the Christmas story? • explore the concept of incarnation in the Christmas story; • compare the Biblical narrative with a traditional Christmas story	Creating media – web page creation Children identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process they pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	Winter Fair Entrepreneur Project (money) Junior Citizens	La Jolie Ronde Recap of family members from Y4 Recap of structures from Y4 and Y5: <i>Il s’appelle; il a x ans; il est; il habite à</i> Recap of quantifiers from Y3, Y4, Y5: <i>Très, assez</i> Recap of adjectives from Y4: <i>Sympa, intelligent, amusant, Sportif/sportive, Beau/belle</i> Recap of verb être from Y4 and Y5: <i>Il est, elle est</i> Occupations vocabulary: <i>Médecin, Vendeur vendeuse, Serveur serveuse, Agent de police, Professeur</i>

Spr 1	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Trade	White Rose Ratio Algebra Decimals	Writing Stimulus Pig heart Boy Written Outcomes Newspaper Article Formal Letter Informal letter Balanced Argument Poetry	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.	Geography – Trade Children learn about our increasingly globalised economy, and its impacts on our communities and others around the world. Pupils will extend their knowledge by investigating everyday commodities, choices and processes, with a focus on real and recognisable products and places, and begin to explore justice, sustainability, the complex ways that the modern world works, and the importance and responsibilities of global trade for our world.	DT Project on a Page: Combining Different Fabric Shapes • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate.	Charanga Unit: Benjamin Britten - A New Year Carol Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra. Topic and cross-curricular links: Literacy and history, www.friday afternoons music.co.uk. The historical context of Gospel music and Bhangra. Links to other units: Christmas units Lean On Me - Gospel - KS2/ages 7-11 (Scheme Year 4) In The Groove - Bhangra - KS1/ages 5-7 (Scheme Year 1)	Real PE 3 In this unit, the children will develop and apply their stance and footwork through focused skill development sessions, modified/non-traditional games and sports and healthy competition. Real Gym	Do clothes express belief? • explore whether clothing rules and restrictions can express belief and give people a sense of identity	Programming A – Variables in games First, children find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. They then experiment with variables in an existing project, then modify them, before they create their own project. Finally, they apply their knowledge of variables and design to improve their games in Scratch. AND Programming A – Selection in physical computing Programming A – Variables in games	Project Ten Session 1 What is Crime? Session 2 What is Domestic Abuse? Session 3 Keeping Myself Safe Session 4 What is Hate Crime? Session 5 Age of Criminal Responsibility Session 6 What is Vandalism?	La Jolie Ronde House and Home Recap of family members from Y4 and from Y6 lesson 4 Phrases to use when playing games in French: <i>Donne-moi A toi A moi S’il te l’ait Merci</i> Recap of phrases from Y4 and Y5: <i>Il y a; j’habite dans; j’habite à Voici Une maison Un appartement</i> Receptive use of eight rooms of the house

Spr 2	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Early Islamic Civilisation (5 weeks)	White Rose	Writing Stimulus	Big Science	History - Early Islamic Civilisation	Art focus: Drawing/ Painting	Charanga	Real PE 4	Is the resurrection important to Christians?	Data and information - Introduction to Spreadsheets	Project Ten	La Jolie Ronde
	Fractions, percentages, and decimals	The Viewer by Shaun Tan	- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments	- Why do you think it is important to study Islam in this period, c.900? - How on earth were the Arabs able to spread so far, so quickly? - What can we learn about Islam from the way they set up the capital at Baghdad? - What was so special about Baghdad and how can we possibly know? - Just how amazing was daily life for rich people in Islamic Cities? - Which of the early Islamic achievements has most effect on our lives today?	Artists/Artwork: 1. Early Islamic geometric designs 2. M C Escher 3. Zarah Hussain (contemporary, local artwork at JR) · communicate emotions and a sense of self with accuracy and imagination · explain why they have combined different tools to create their drawings · explain why they have chosen specific drawing techniques · explain what their own style is · use a wide range of techniques in their work · explain why they have chosen specific painting techniques	Unit: You've Got A Friend Style: The Music of Carole King Topic and cross-curricular links: Her importance as a female composer in the world of popular music.	In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition. Real Dance	• explore the resurrection of Jesus, the Easter narrative and concepts of life after death	Children will be supported in organising data into columns and rows to create their own data set. They will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. They will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. They will use spreadsheets to plan an event and answer questions. Finally, they will create charts, and evaluate their results in comparison to questions asked.	Session 7 What is Theft? Session 8 Child Crime Exploitation Session 9 Consequences of Carrying or Using a Knife Session 10 How Can We Help Ourselves and Those Around Us Health and wellbeing Making the right cyber choices	Recap of adjectives from Y4: <i>Petit, grand, superbe, magnifi que + Immense, de luxe, en haut, en bas</i> <i>Une fenêtre</i> <i>Une piscine</i> Recap of prepositions from Y5 + <i>Sur, sous</i> Recap of repetition requests from Y3 and <i>Y4: Répète, s'il te plaît; répétez, s'il vous plaît; ...qu'est-ce que c'est en français?</i> Furniture vocabulary

Sum 1	Maths	English	Science	Humanities	Art/DT	Music	PE	RE	Computing	PSHE	MFL
Biomes	White Rose	Writing Stimulus	Living things & classification	Geography – Climate and Biomes	Art focus: Collage (paper, materials)	Charanga	Real PE 5	Are saints encouraging role models?	Creating media – 3d modelling	Health and wellbeing	La Jolie Ronde
	Revision	Floodland by Marcus Sedgwick	- 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	Children will begin to understand the difference between climate zones and biomes. They will extend their knowledge by mapping the climate zones and biomes, and using graphs, predictions and scientific experiments to understand and describe how distance from the equator affects climate around the world. Children will also learn about the plants, animals and climate within five of the world biomes, investigate their connections and interdependences, and begin to explore the effects of climate change on the world's climate zones and biomes.	Artists/Artwork: - Jane Perkins (contemporary) - Megan Coyle (contemporary) - justify the materials they have chosen - combine pattern, tone and shape - combine visual and tactile qualities to express mood and emotion	Unit: Music and Me Topic and cross-curricular links: Women in the music industry, identity, being your true self. Creating your own music, your own compositions. Links to other units: You've Got A Friend - Summer 1 (Year 6)	In this unit, the children will develop and apply their jumping and landing and one leg balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition. Orienteering Children develop physical fitness and can describe its importance in orienteering. Children can use a map confidently, design routes to controls and build detailed maps. Children will take part in orienteering events, choosing and applying appropriate skills for the challenge. Children understand that communicating is vital to achieving success in team games, and will work well as part of a team, contributing effectively.	- explore reasons behind the persecution of saints/believers; - compare the saints to the person and persecution of Jesus	Children will develop their knowledge and understanding of using a computer to produce 3D models. They will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, they will examine the benefits of grouping and ungrouping 3D objects, then go on to plan, develop, and evaluate their own 3D model of a building.	Social Media (online independence and safer connections) – Connect x4 lessons	Planning a holiday to a French-speaking country Recap of days of the week and months of the year from Y3, Y4 and Y5 Recap of verb aller from Y5: <i>on va, On va aller, partir</i>
	SATS	Written Outcomes	- Letter writing - Writing in role - Poetry - Persuasive speeches - Debate - Free writing opportunities								

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The Places You'll Go...	White Rose	Writing Stimulus	Electricity	Focus on Transition	DT Project on a Page: More Complex Switches	Play Rehearsals Including singing	Real PE 6	How can we know what God is like?	Programming B – sensing movement	Families and close positive relationships	La Jolie Ronde
	Themed projects, consolidation and problem solving	Shakespeare Play Written Outcomes • Advertising posters • Recounts • Tickets	• 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.		• Understand and use electrical systems in their products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project.		In this unit, the children will develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition. Athletics Woodlands	• explore different views of God and how some people believe they can know God or know about God while others do not believe at all	This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – ‘Programming A’) The unit begins with a simple program for children to build in and test within the new programming environment, before transferring it to their micro:bit. Children then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.	Families and close positive relationships Addressing discrimination and extremism x2 lessons Health and wellbeing Drug education x4 lessons Families and close positive relationships PSHE Association transition lessons x2 lessons	On va rester dans... Un hôtel, un appartement, un gîte, un camping On va aller, prendre Recap of means of transport from Y4: En bateau, en avion, en voiture, en train On va visiter, regarder D'abord, plus tard Names of places to visit