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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** |
| **Art** | **Topic**: Collage (architectural)  **Knowledge:**  Learn about the history of collage  Learn about the work of different collage artists  **Skills:**  Develop and refine work  Create interesting compositions, exploring perspective | **Topic:** Drawing -3D form  **Knowledge:** Understand basic proportion of human body  Understand light source and direction  **Skills:** Use line, tone and shading to represent 3D form | **Topic:** Sculpture - Moore and Hepworth  **Knowledge:**  Know about different sculptors and their practices/processes  **Skills:** Create slabs  Slip and score technique to join clay | **Topic:** Painting -landscapes  **Knowledge:**  Develop understanding of composition  **Skills:** Blotting and splattering  Mix and match paint to create any colour  Create tones and tints  Incorporate techniques | | **Topic:** Photography  **Knowledge:** Photographic shots and their effects  Technical vocabulary  Understand basic theory behind setting up an effective composition  Develop concept of art having a narrative  **Skills:** Create interesting compositions  Use range of shots  Be able to explain choices content/long shot/close up | |
| **Computing** | [**Systems and Searching**](https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-sharing-information) | [**Flat File Databases**](https://teachcomputing.org/curriculum/key-stage-2/data-and-information-flat-file-databases)  Device: PCs  Programme/app: [www.j2e.com](http://www.j2e.com/) | **Vector Graphics**  Device: PCs  Programme/app: Microsoft PowerPoint | [**Video Production**](https://teachcomputing.org/curriculum/key-stage-2/creating-media-video-editing)  Device: iPads  Programme/app: iMovie  Project: link to book | | [**Selection in Physical**](https://teachcomputing.org/curriculum/key-stage-2/programming-a-selection-in-physical-computing)  Device: PCs & Crumble Kits  Programme/app: Crumble | [**Computing**](https://teachcomputing.org/curriculum/key-stage-2/programming-a-selection-in-physical-computing)[**Selection in Quizzes**](https://teachcomputing.org/curriculum/key-stage-2/programming-b-selection-in-quizzes)  Device: PCs  Programme/app: Scratch |
| **Computing (Project Evolve)** | Privacy & Security | Online Bullying | Health, Wellbeing and Lifestyle | Online relationships & online reputation | | Copywrite and Ownership | Managing Information Online |
| **DT** | **Topic :** Christmas textiles  **Knowledge:** Design and sew a decoration for the tree  **Skills:** Develop a wider range of sewing techniques; choose specific stitches for a purpose; develop aesthetic appeal of a product. | | **Topic:** Healthy eating  **Knowledge:** Designing a pasty and making pastry  **Skills:** Understanding healthy options (processed versus home cooked) Kneading, mixing, rolling, slicing using bridge method, grating, baking  Measuring/weighing ingredients accurately  Following instructions  Use an oven for a heat source | | | **Topic:** Moving Toys  **Knowledge:** Designing and making a moving toy using cams  **Skills:** Understanding cam mechanisms  Designing a simple moving toy Measuring, sawing, sanding and joining Problem solving  Evaluating | |
| **English** | **Topic:** Place value of grammar  **Class Reader:** Orphans of the Tide by Struan Murray  **Class Reader:** Narnia by C. S. Lewis | **Topic:** Space Non-chronological report  **Purpose:** To inform  **Audience:** Year 5 Children  **Register:** formal, scientific, knowledgeable  **Topic:** Chapter (Prank)  **Purpose:** To entertain (speech for characterisation)  **Audience:** Children  **Register:** authorial style like Roald Dahl  **Class Reader:** Wild Robot by Peter Bown | **Topic:** Holiday Resort- Persuasive website entry  **Purpose:** To persuade  **Audience:** Adults (website)  **Register:** informal  **Topic:** Holiday Resort: Letter of complaint  **Purpose:** To complain  **Audience:** Hotel Manager  **Register:** Formal  **Class Reader:** Kensuke’s Kingdom by Michael Morpurgo | **Topic:** Informal letter to a friend (Kensuke’s Kingdom)  **Purpose:** To complain  **Audience:** Hotel Manager  **Register:** Formal  **Topic:**  Settings (Kensuke’s Kingdom)  **Purpose:** To describe  **Audience:** Yourself  **Register:** Authorial style  **Class Reader:** Midsummer Night’s Dream by William Shakespeare | | **Topic:** Quest Story  **Purpose:** To entertain (Action and dialogue, setting)  **Audience:** Children  **Register:** Authorial style (brave vs reluctant character)  **Topic:** Instructions: How to survive a natural disaster  **Purpose:**  **Class Reader:** Asha and the Spirit Bird by Jasbinder Bilan | **Topic:** Warning Story  **Purpose:** To entertain (Suspense) **Audience:** Children  **Register**: Authorial Style (Authoritative parent and child response)  **Class Reader:** Asha and the Spirit Bird by Jasbinder Bilan |
| **French** | Phonics 1 to 3  **Knowledge:**  Learn key French sounds | **Topic:**  Do You Have a Pet?  **Knowledge:**  Names of animals  Gender & articles  1st person (to have)  Verb (to be called)  Negatives  Conjunctions  **Skills:**  Ask and answer questions  Create a short spoken passage  Read short phrases  Write short phrases | **Topic:**  What Is TheDate?  **Knowledge:**  Days of the week  Months of the year  Revise numbers  Talk about birthdays  **Skills:**  Ask and answer questions  Giving opinions  Create a short spoken passage  Read short phrases  Write short phrases | **Topic:**  My home  **Knowledge:**  Whether they live in a house or apartment and say where it is.  Nouns of rooms in the house  Say what rooms they have/do not have  **Skills:**  Ask and answer questions  Create longer spoken passage  Read extended passage  Write sentences | | **Topic:**  Clothes  **Knowledge:**  Items of clothing  Gender & articles  1st person (to wear)  High frequency verbs  **Skills:**  Ask and answer questions  Create longer spoken sentences  Write short phrases | **Topic:**  Olympics  **Knowledge:**  Key facts about the Olympics  Names for sports  Names for athletes  Gender & articles  Verb to do  High frequency verbs  **Skills:**  Ask and answer questions  Read longer passages of text |
| **History& Geography** | **Topic:** Anglo-Saxons and Vikings  **Knowledge**: Why the Romans left Britain  Settlements  Crime and punishment  The role of religion  Viking invasion at Lindisfarne  Battle of Hastings  **Skills:** Chronology  Historical enquiry  Devise historically valid questions  **Trips/enrichment opportunities**: Past Productions or possible Butser Farm trip | | **Topic:** Victorians  **Knowledge:** Queen Victoria  Rich and poor  Children in Victorian times  Local history links  The changes that the railways brought Golden or dark era  **Skills:** Chronology  Historical enquiry  Interpretations of the past  **Trips/enrichment opportunities:** Southsea walk, Past Productions Victorians Day | | | **Topic:** Dangers and Disaster- Rivers and Flooding  **Knowledge:** Features of rivers  Flooding  Land use  Water cycle  **Skills:** Fieldwork- River trip- observe a river in action  **Topic:** Dangers and Disaster- Earthquakes and volcanoes  **Knowledge:** Physical geography Understand how volcanoes are formed by the world  Understand why earthquakes are more prevalent in certain areas of the world  Human settlements near to disaster zones and the dangers or protocols in place to prevent/reduce loss of life  Learn how these disasters are managed Learn how people react or prevent  **Skills:** to ask questions about why disasters happen  Understand why people live near to them  Understand the links between physical and human geography e.g. fertile land near volcanoes but can be very dangerous | |
| **Maths**  (Fluency, problem solving and reasoning included in all topics) | **Place Value**  Read and write numbers to 1,000,000  10/100/1,000/10,000/100,000 more or less  Partition numbers to 1,000,000  Number lines to 1,000,000  Compare and order numbers to 1,000,000  Round to the nearest 10, 100 or 1,000  Round within 100,000  Round within 1,000,000    **Addition and Subtraction**  Mental addition and subtraction strategies  Use written methods to add whole numbers with more than four digits  Use written methods to subtract whole numbers with more than four digits  Solve multi-step addition and subtraction problems  Inverse operations  Compare calculations  Find missing numbers    **Multiplication and Division**  Understand multiples, factors and common factors  Prime, square and cube numbers  Step 8 Multiply and divide by 10, 100 and 1,000  Multiples of 10, 100 and 1,000    **Fractions**  Find and recognise equivalent fractions  Convert improper fractions and mixed numbers  Compare and order fractions less than 1  Compare and order fractions greater than 1 | | **Multiplication and Division**  Use written methods to multiply  Solve problems with multiplication  Use short division  Divide where there is a remainder  Solve problems with multiplication and division    **Fractions**  Multiply a unit fraction, non-unit fraction and a mixed number by an integer  Calculate a fraction of a quantity  Fraction of an amount  Find the whole    **Decimals and percentages**  Equivalent fractions and decimals  Thousandths as fractions and decimals  Order and compare decimals (same number of decimal places)  Order and compare any decimals with up to 3 decimal places  Round to the nearest whole number  Round to 1 decimal place  Understand percentages  Percentages as fractions and decimals  Equivalent fractions, decimals and percentages    **Perimeter & Area**  Perimeter of rectangles, rectilinear shapes and polygons  Area of rectangles and compound shapes    **Data**  Draw, read and interpret line graphs  Read and interpret tables  Read and interpret timetables | | | **Shape**  Understand and use degrees  Classify angles  Measure angles up to 180°  Draw lines and angles accurately  Calculate angles around a point and on a straight lines  Lengths and angles in shapes  Regular and irregular polygons  3-D shapes    **Position & Direction**  Read and plot coordinates  Translation with coordinates  Lines of symmetry  Reflection in horizontal and vertical lines    **Decimals**  Complements to 1  Add and subtract decimals across 1  Add and subtract decimals with different numbers of decimal places  Decimal sequences  Multiply and divide by 10, 100 and 1,000  Multiply and divide decimals – missing values    **Negative Numbers**  Count through zero in 1s and multiples  Compare and order negative numbers  Step 5 Find the difference    **Measure**  Kilograms and kilometres, millimetres and millilitres  Convert units of length & time  Calculate with timetables  Compare and estimate volume & capacity | |
| **Music** | **Topic:** Christmas production (performance)  **Knowledge and skills:** ensemble singing with confidence and precision; develop an understanding of the context of music.  **Cross curricular link:** RE | | **Topic:** Notation  **Knowledge and skills:** use and understand notation, improvise their own piece of music, play and perform with increasing accuracy.  **Theme:** Ancient Egypt | | **Topic:** Composition  **Knowledge and skills:** use a graphic score, create a vocal composition in response to a picture, perform and record their compositions.  **Cross-curricular/Theme:** Holi, the festival of colour | **Topic:** South and West Africa  **Knowledge and skills:** sing traditional African songs, use tuned percussion to play a chord progression, play call and response rhythms, perform confidently as an ensemble. | **Topic:** The Blues  **Knowledge and skills:** know the key features of Blues music, explore and play the 12-bar Blues, improvise with notes from the Blues scale. |
| **RE** | **Concept:** Belonging **Knowledge:** Humanism Beliefs, religious practices  **Big picture:** History of different religions  Learn about how Humanism has changed through History and how the Humanist way of thinking is hundreds of years old | **Concept:** Love **Knowledge:** Christianity  Religious practices  **Big picture:** History of different religions  Learn about how Christianity started and how it was spread through the Roman Empire | **Concept:** Special **Knowledge:** Islam-Five pillars of faith  Religious practices, beliefs  **Big picture:** History of different religions  Introduce Islam and how the religion began | **Concept:** Community **Knowledge:** Islam- Ramadan Festivals, religious practices  **Big picture:** History of different religions  Make comparisons to Islam and Christianity and how they started at similar times | | **Concept:** Denomination  **Knowledge:** Christianity  Religious practices, beliefs, religious figures  **Big picture:** History of different religions  History of Catholicism and the Church of England | |
| **PSHE** | **Topic:**  Anti-Bullying – Respectful Relationships  **Knowledge**  Learn about the benefits and importance of including others  Learn about positive friendships and communicating respectfully  Learn about the impact of bullying and how to seek support | | **Topic:**  Rights of the child  **Knowledge**  Understand the difference between wants and needs  Explore fundamental human rights and understand how rights apply to everyday life  Understand the UN Convention on the Rights of the Child  Explore children’s rights around the world  Understand the role of voluntary, community and pressure groups | | | **Topic:**  Financial awareness  **Knowledge**  Explore some financial risks and discuss how to  avoid them  Understand how retailers try to influence our spending  Explore the spending decisions people have to make  Understand why budgeting can be helpful and how a  budget can be made  Explore the impact money can have on people’s  emotional wellbeing  Understand the impact spending has on our environment | **Topic:**  Health education - changing adolescent body  **Knowledge**  Understand key facts about puberty and the changing adolescent body  Understand menstruation, menstrual cycles and menstrual product choices  Understand the importance of keeping clean  Explore body image  Learn about the importance of sleep and routines that support good quality sleep |
| **PE** | Throw tennis, benchball and fitness circuits | Gymnastics | Dance | Dodgeball/ Kingball  PE Shed games | | Tag rugby | Rounders |
| Playground games, Daily Mile intro and throwing and catching skills | Endball into Netball | Handball | Cricket | | Sports Day/Athletics | Tennis |
| **Science** | **Topic**: Forces  **Knowledge**: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  Identify the effects of air resistance, water resistance and friction, that act between moving surfaces  Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect  **Skills**:  All working scientifically skills with a focus onobserving and measuring, and interpreting and communicating results | **Topic**: Earth and space  **Knowledge**:  Describe the movement of the Earth and other planets relative to the sun in the solar system  Describe the movement of the moon relative to the Earth  Describe the sun, Earth and moon as approximately spherical bodies  Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky  **Skills**:  All working scientifically skills with a focus onasking questions and evaluating | **Topic**: Properties and changes to materials  **Knowledge**: Compare and group together everyday materials on the basis of their properties  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  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  **Skills**:  All working scientifically skills with a focus onsetting up tests, recording data and evaluating | | | **Topic**: Living things and their habitats  **Knowledge**:  Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird  Describe the life process of reproduction in some plants and animals  **Skills**:  All working scientifically skills with a focus onobserving and measuring, and recording data | **Topic**: Animals including humans  **Knowledge**:  Describe the changes as humans develop to old age  **Skills**:  All working scientifically skills with a focus onasking questions and making predictions |