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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 workCreate interesting compositions, exploring perspective | **Topic:** Drawing -3D form**Knowledge:** Understand basic proportion of human bodyUnderstand 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 slabsSlip 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 colourCreate tones and tintsIncorporate techniques | **Topic:** Photography**Knowledge:** Photographic shots and their effectsTechnical vocabulary Understand basic theory behind setting up an effective compositionDevelop concept of art having a narrative**Skills:** Create interesting compositionsUse 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: PCsProgramme/app: [www.j2e.com](http://www.j2e.com/)  | **Vector Graphics** Device: PCsProgramme/app: Microsoft PowerPoint | [**Video Production**](https://teachcomputing.org/curriculum/key-stage-2/creating-media-video-editing)Device: iPads Programme/app: iMovieProject: link to book | [**Selection in Physical**](https://teachcomputing.org/curriculum/key-stage-2/programming-a-selection-in-physical-computing)Device: PCs & Crumble KitsProgramme/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: PCsProgramme/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 accuratelyFollowing instructions Use an oven for a heat source | **Topic:** Moving Toys**Knowledge:** Designing and making a moving toy using cams**Skills:** Understanding cam mechanismsDesigning 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 animalsGender & articles1st person (to have)Verb (to be called)NegativesConjunctions**Skills:**Ask and answer questionsCreate a short spoken passageRead short phrasesWrite short phrases | **Topic:** What Is TheDate?**Knowledge:** Days of the weekMonths of the yearRevise numbersTalk about birthdays**Skills:** Ask and answer questionsGiving opinionsCreate a short spoken passageRead short phrasesWrite short phrases | **Topic:** My home**Knowledge:** Whether they live in a house or apartment and say where it is.Nouns of rooms in the houseSay what rooms they have/do not have**Skills:** Ask and answer questionsCreate longer spoken passageRead extended passageWrite sentences | **Topic:** Clothes**Knowledge:** Items of clothingGender & articles1st person (to wear)High frequency verbs**Skills:** Ask and answer questionsCreate longer spoken sentencesWrite short phrases | **Topic:** Olympics**Knowledge:** Key facts about the OlympicsNames for sportsNames for athletesGender & articlesVerb to doHigh frequency verbs**Skills:** Ask and answer questionsRead longer passages of text |
| **History& Geography** | **Topic:** Anglo-Saxons and Vikings**Knowledge**: Why the Romans left Britain Settlements Crime and punishmentThe role of religionViking 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 VictoriaRich and poorChildren in Victorian timesLocal history linksThe changes that the railways brought Golden or dark era**Skills:** ChronologyHistorical enquiryInterpretations of the past**Trips/enrichment opportunities:** Southsea walk, Past Productions Victorians Day | **Topic:** Dangers and Disaster- Rivers and Flooding**Knowledge:** Features of riversFloodingLand useWater 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 lifeLearn how these disasters are managed Learn how people react or prevent**Skills:** to ask questions about why disasters happenUnderstand 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 religionsLearn about how Humanism has changed through History and how the Humanist way of thinking is hundreds of years old | **Concept:** Love **Knowledge:** ChristianityReligious practices**Big picture:** History of different religionsLearn about how Christianity started and how it was spread through the Roman Empire | **Concept:** Special **Knowledge:** Islam-Five pillars of faithReligious 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 othersLearn about positive friendships and communicating respectfullyLearn about the impact of bullying and how to seek support | **Topic:** Rights of the child**Knowledge** Understand the difference between wants and needsExplore fundamental human rights and understand how rights apply to everyday lifeUnderstand the UN Convention on the Rights of the ChildExplore children’s rights around the worldUnderstand the role of voluntary, community and pressure groups | **Topic:** Financial awareness **Knowledge** Explore some financial risks and discuss how to avoid themUnderstand how retailers try to influence our spendingExplore the spending decisions people have to makeUnderstand why budgeting can be helpful and how a budget can be madeExplore the impact money can have on people’s emotional wellbeingUnderstand 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 choicesUnderstand the importance of keeping cleanExplore body imageLearn about the importance of sleep and routines that support good quality sleep |
| **PE** | Throw tennis, benchball and fitness circuits  | Gymnastics | Dance | Dodgeball/ KingballPE 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 objectIdentify the effects of air resistance, water resistance and friction, that act between moving surfacesRecognise 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 systemDescribe the movement of the moon relative to the EarthDescribe the sun, Earth and moon as approximately spherical bodiesUse 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 propertiesKnow that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solutionUse knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporatingGive reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materialsDemonstrate that dissolving, mixing and changes of state are reversible changesExplain 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 birdDescribe 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  |