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|  | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Art** | **Topic:** Mixed Media -Paint, pencils, pen, pastels  **Knowledge:**  Study artists with reference to historical/ cultural contexts  **Skills:** Explore techniques using and combining more than one medium. (for example, pen and paint) | **Topic:** Sculpture-Mayan masks  **Knowledge:**  Research Mayan art and culture  **Skills:** Combine slabwork and several pieces  Add intricate detail/texture | | **Topic:** Drawing-still life  **Knowledge:**  To understand principles of scale and proportion  **Skills:** Explore composition and scale  Apply a range of techniques for effect -create reflection | **Topic:** Painting-urban art  **Knowledge:**  Study artists/art with reference to historical/cultural contexts  **Skills:** Explore techniques using different types of paint-acrylics | **Topic:** Mixed media-paint, pastels, pen, pencils  Lady of Shallot link  **Knowledge:**  Learn to follow a specific design brief  Create for an audience  **Skills:**  Reflect and evaluate  Use different techniques, colours and textures.  Adapt and improve work | |
| **Computing** | [**Communication and Collaboration**](https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-communication)  Device: PCs  Programme/app: Canva | [**Spreadsheets**](https://teachcomputing.org/curriculum/key-stage-2/data-and-information-spreadsheets)  Device: PCs  Programme/app: Microsoft Excel | | [**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 | [**Sensing Movement**](https://teachcomputing.org/curriculum/key-stage-2/programming-b-sensing)  Device: MicroBits & PCs  Programme/app: | [**3D Mode**](https://teachcomputing.org/curriculum/key-stage-2/creating-media-3d-modelling)**l**  Device: PCs  Programme/app: TinkerCad | [**Webpage Creation**](https://teachcomputing.org/curriculum/key-stage-2/creating-media-web-page-creation)  Device: PCs  Programme/app: Canva |
| **Computing (Project Evolve)** | Privacy & Security | Online Bullying | | Health, Wellbeing and Lifestyle | Online relationships & online reputation | Copywrite and Ownership | Managing Information Online |
| **DT** | **Topic:** Healthy eating  **Knowledge:** Designing and making a healthy meal  **Skills:** Understand seasonality Understand where and how ingredients are grown, reared, caught and processed Budgeting and adapting recipes  Further develop accurate cooking skills  Applying the use of a heat source for a specific outcome | | |  | | **Topic :** Fairground rides using computer controlled technology  **Knowledge:** Designing and making a fairground ride  Develop a programme to control a fairground ride  **Skills:** Construct and evaluate  Write and use control technology programmes to control motors  Use materials to strengthen and stiffen  Apply knowledge of motors and batteries  **Trips/enrichment opportunities:** Trip to Paulton’s Park to see rides and for a Control technology workshop | |
| **English** | Place value of Grammar  **Topic:** Setting Description  **Purpose:** To describe  **Audience:** Year 6 pupils  **Register:** Authorial style  **Topic:** Superhero Explanation Page  **Purpose:** To explain and entertain  **Audience:** KS 2 Pupils  **Register:** Informal, chatty tone but a shift to formal/ technical when explaining features – 2nd person  **Class Reader:** Holes by Louis Sachar | **Topic:** Maya Non-Chron Report  **Purpose:** To inform  **Audience:** KS 2 Pupils  **Register:** Formal, expert tone, impersonal  **Topic:** action Narrative (Ernest Shackleton)  **Purpose:** To entertain  **Audience:** children  **Register:** narrative vs dialogue to develop character and move the action on  **Topic:** Explanation text (Linked to adaptation and evolution)  **Purpose:** to explain  **Audience:** KS 2 pupils  **Formality:** informal  **Class Reader:** The Explorer by Katherine Rundell | | **Topic:** Balanced argument  **Purpose:** to inform  **Audience:** school children  **Register:** informal but knowledgeable and impartial  **Topic:** Rainforest Diary  **Purpose:** to recount events.  **Audience:** Yourself  **Register:** Informal, chatty, 1 st person  **Topic:** Suspense – In the shadows  **Purpose:** Suspense  **Audience:** KS2 Pupils  **Register:** Authorial style  **Class Reader:** Wonder by R J Palacio | **Topic:** The Explorer: Action story  **Purpose:** To entertain  **Audience:** KS2 Pupils  **Register:** Authorial style of Catherine Johnson  **Topic:** Own Animal Non-Chronological Report  **Purpose:** To inform  **Audience:** A tourist (on safari to Pandora)  **Register:** informative  **Class Reader:** Wonder by R J Palacio | **Topic:** Macbeth Persuasive letter  **Purpose:** To persuade  **Audience:** Macbeth or Lady Macbeth  **Register:** Formal, historical tone  **Topic:** Portal story  **Purpose:** To entertain  **Audience:**  KS2 children  **Register:** Authorial Style  **Class Reader:** Macbeth by William Shakespeare | **Topic:** Themepark Persuasive Brochure  **Purpose:** to persuade  **Audience:** Parents  **Register:** Semi formal  **Topic:** Letter of complaint (Themepark)  **Purpose:** To complain  **Audience:** Owner of the park  **Register:** Formal  **Class Reader:** Skellig – David Almond |
| **French** | Phonics 1 to 4  **Knowledge:**  Learn key French sounds | **Topic:**  At school  **Knowledge:**  Rooms in a school  Objects in a school  Gender & articles  1st person (to live, to have)  Negatives  Conjunctions  **Skills:**  Ask and answer questions  Create short spoken passage  Read extended passage  Write sentences | | **Topic:**  At the weekend  **Knowledge:**  Tell the time in French using quarter past, half past and quarter to.  • Say and write in French what we do at the weekend using two or more  sentences.  • Integrate conjunctions and opinions into written and spoken work to  make more interesting and extended sentences**.**  **Skills:**  Ask and answer questions  Create short spoken passage  Read extended passage  Write sentences | **Topic:**  Around town  **Knowledge:**  Recall 10 key places in a town.  Follow different directional instructions in French  Ask where a place is in French  Prepositions  Say where places are in a town in French.  **Skills:**  Ask and answer questions  Create short spoken passage  Read extended passage  Write sentences | **Topic:**  Me in the world  **Knowledge:**  Say and spell some of the different countries and the relative capitalcities in the French-speaking world and find them on a map.  Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.  Say and write something we do to help the planet  **Skills:**  Ask and answer questions  Create short spoken passage  Read extended passage  Write sentences | |
| **History & Geography** | **Topic:** Mayan Civilisation  **Knowledge**: Timeline lesson prior learning  Why and when Maya civilisation happened  Who they were  Where they originated  Religion, number system, inventions and discoveries  Everyday life  Why the empire ended so quickly  **Skills**: Chronology  Historical enquiry  Interpretations of the past  Construct informed responses  **Trips/enrichment opportunities**: Mayan day Past Productions | | | **Topic**: Rainforests and sustainability  **Knowledge:** What is a rainforest? Where are they? Looking at rainfall, plants, animals, foods of the rainforest and how the rainforest caters for them  The layers of the rainforest  Learn about the people of the rainforest Lifestyle/comparisons and differences between our life and theirs  Learn what deforestation is and why it happens  How it affects those in and outside of the area? How can it be sustainable?  **Skills:** Using atlas and understanding how they are used  4, 6-grid reference and compass points | |  | |
| **Maths**  (Fluency, problem solving and reasoning included in all topics) | **Place Value**  Read and write numbers to 10,000,000  Powers of 10  Number line to 10,000,000  Compare and order any integers  Round any integer  Negative numbers    **Four Operations**  Add and subtract integers  Common factors and multiples  Primes to 100  Square and cube numbers  Written methods for multiplication  Long and short division  Solve multi-step problems  Order of operations  Reason from known facts    **Fractions**  Equivalent fractions and simplifying  Compare and order fractions  Add and subtract any two fractions  Add and subtract mixed numbers  Multi-step problems  Multiply fractions by integers and by fractions  Divide a fraction by an integer  Fraction of an amount, including finding the whole | | | **Ratio**  Introduction to ratio  Ratio and fractions  Use scale factors  Ratio and proportion problems    **Algebra**  Form expressions  Substitution  Form equations  Solve 1-step equations  Solve 2-step equations  Find pairs of values  Solve problems with two unknowns    **Fractions, decimals and percentages**  Place value within 1  Round decimals  Add and subtract decimals  Multiply and divide by 10, 100 and 1,000  Multiply and divide decimals by integers  Equivalent fractions, decimals and percentages  Order fractions, decimals and percentages  Percentage of an amount – one step & two step  Percentages – missing values    **Area, Perimeter and volume**  Area and perimeter of rectangles  Area of a triangles and parallelograms  Volume of a cuboid    **Statistics**  Line graphs  Dual bar charts  Read and interpret pie charts with percentages  The mean | | **Shape**  Measure and classify angles  Find angles  Angles in a triangle and quadrilateral  Angles in polygons  Circles  Draw shapes accurately  Nets of 3-D shapes    **Position and Direction**  Read and plot points in four quadrants  Solve problems with coordinates  Translations  Reflections    **Problem solving projects** | |
| **Music** | **Topic:** Dynamics, pitch and texture  **Knowledge and skills:** engage in discussion around an orchestral piece, improvise as a group and consider dynamics/pitch, create a group composition  **Theme:** Fingal’s Cave | | **Topic:** Theme and variations  **Knowledge and skills:** perform rhythms confidently, identify the sounds of different instruments, use musical notation, keep a steady pulse, single and perform with control and confidence  **Theme:** Pop art | **Topic:** Ukulele (learn an instrument)  (Completed throughout the year due to resources)  **Knowledge and skills:** perform in an ensemble; play an instrument with increasing accuracy, fluency and control; rhythm skills and notation (chords). | | **Topic:** Delia Derbyshire (composer & composition**)**  **Knowledge and skills:** listen and reflect on a piece of orchestral music; use musical vocabulary; create their own pieces using technology and found sounds.  **Cross curricular link:** Computing | **Topic:** Leavers (performance)  **Knowledge and skills:** perform as ensemble with full confidence and precision; develop an understanding of the context of music.  **Cross curricular link:** Transition |
| **RE** | **Concept:** The good life  **Knowledge:** Humanism  Beliefs, religious practices  **Big picture:**  Making links between religions  What would make a ‘Good Life’ in each religion studied  What is the same what is different? | **Concept:** Interpretation **Knowledge:**  Christianity  Beliefs, religious figures, religious practices  **Big picture:**  Making links between religions  What holy books are used in each religion? Why do most religions have them? | | **Concept:** Salvation  **Knowledge:** Christianity  Beliefs, religious practices  **Big picture:**  Making links between religions  What would be considered as good and bad in each religion? | | **Concept:** Ritual  **Knowledge:** Islam- hajj  Beliefs, religious practices  **Big picture:**  Making links between religions  Discuss what religions have been studied while at Craneswater  Make links across all four religions studied. | |
| **PSHE** | **Topic:**  Anti-Bullying - Stereotypes  **Knowledge**  Know personal identity and how people express their identity  Learn how stereotypes can influence behaviours and attitudes towards different groups of people  Know how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or  extremist views and how to resist and challenge these viewpoints | | | **Topic:**  Drugs and alcohol education  **Knowledge**  Learn how the correct use of medicines, and how vaccinations and immunisation can maintain health and wellbeing  Know about some of the risks and effects of legal and illegal drug use  Understand the reasons why people use drugs; managing situations and peer influence  Learn that mixed messages about drug use in the media exist and that these can influence opinions and  decisions | **Topic:**  Relationships and Sex Education  **Knowledge**  Recap the changes that happen during puberty  Recognise positive, healthy relationships  Understand personal boundaries  Recognise appropriate and inappropriate touch  Know how a baby is made (non-statutory sex education) | **Topic:**  First Aid  **Knowledge**  Understand it’s most important to ensure the safety of myself and others in the event of an emergency  Know how to assist in an emergency by correctly calling for help  Learn basic first aid for:  Head injuries  Bleeding  Choking  Unresponsive | **Topic:**  Mental health and change  **Knowledge**  Learn about mental health; what it means and how we can  take care of it  Know how feelings and emotions are affected and can be managed at changing, challenging or difficult times  Know about the impact of loss and bereavement and strategies for dealing with grief  Explore the feelings and common anxieties pupils face when moving to secondary school and ways of managing these feelings |
| **PE** | Throw tennis, benchball and fitness circuits | Dance- Mayans | | Gymnastics | 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**: Evolution and inheritance  **Knowledge**:  **•** 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  **Skills**:  All working scientifically skills with a focus on **asking questions, making predictions and interpreting and communicating results** | **Topic**: Animals including humans  **Knowledge**:  **•** 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  **Skills**:  All working scientifically skills with a focus on **recording data and evaluating** | | **Topic**: Light  **Knowledge**:  **•** 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  **Skills**:  All working scientifically skills with a focus on **setting up tests and interpreting and communicating** | | **Topic**: Living things and their habitats  **Knowledge**:  • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals  • give reasons for classifying plants and animals based on specific characteristics  **Skills**:  All working scientifically skills with a focus on **asking questions and interpreting and communicating results** | **Topic**: Electricity  **Knowledge**:  • 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  **Skills**:  All working scientifically skills with a focus on **making predictions and observing and measuring** |