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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 piecesAdd intricate detail/texture | **Topic:** Drawing-still life**Knowledge:**To understand principles of scale and proportion**Skills:** Explore composition and scaleApply 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, pencilsLady of Shallot link**Knowledge:**Learn to follow a specific design briefCreate for an audience**Skills:**Reflect and evaluateUse 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: PCsProgramme/app: Canva | [**Spreadsheets**](https://teachcomputing.org/curriculum/key-stage-2/data-and-information-spreadsheets)Device: PCsProgramme/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 & PCsProgramme/app:  | [**3D Mode**](https://teachcomputing.org/curriculum/key-stage-2/creating-media-3d-modelling)**l**Device: PCsProgramme/app: TinkerCad  | [**Webpage Creation**](https://teachcomputing.org/curriculum/key-stage-2/creating-media-web-page-creation)Device: PCsProgramme/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 recipesFurther 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 rideDevelop a programme to control a fairground ride**Skills:** Construct and evaluateWrite and use control technology programmes to control motorsUse materials to strengthen and stiffenApply 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 schoolObjects in a school Gender & articles1st person (to live, to have)NegativesConjunctions**Skills:** Ask and answer questionsCreate short spoken passageRead extended passageWrite 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 moresentences.• Integrate conjunctions and opinions into written and spoken work tomake more interesting and extended sentences**.****Skills:** Ask and answer questionsCreate short spoken passageRead extended passageWrite sentences | **Topic:** Around town**Knowledge:**Recall 10 key places in a town.Follow different directional instructions in FrenchAsk where a place is in FrenchPrepositionsSay where places are in a town in French.**Skills:** Ask and answer questionsCreate short spoken passageRead extended passageWrite 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 questionsCreate short spoken passageRead extended passageWrite 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 lifeWhy the empire ended so quickly**Skills**: ChronologyHistorical enquiryInterpretations of the pastConstruct 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 themThe layers of the rainforestLearn about the people of the rainforest Lifestyle/comparisons and differences between our life and theirsLearn what deforestation is and why it happensHow it affects those in and outside of the area? How can it be sustainable?**Skills:** Using atlas and understanding how they are used4, 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 religionsWhat would make a ‘Good Life’ in each religion studiedWhat is the same what is different? | **Concept:** Interpretation **Knowledge:** ChristianityBeliefs, religious figures, religious practices**Big picture:** Making links between religionsWhat holy books are used in each religion? Why do most religions have them? | **Concept:** Salvation**Knowledge:** ChristianityBeliefs, religious practices**Big picture:** Making links between religionsWhat would be considered as good and bad in each religion? | **Concept:** Ritual**Knowledge:** Islam- hajj Beliefs, religious practices**Big picture:** Making links between religionsDiscuss what religions have been studied while at CraneswaterMake links across all four religions studied. |
| **PSHE** | **Topic:** Anti-Bullying - Stereotypes**Knowledge** Know personal identity and how people express their identityLearn how stereotypes can influence behaviours and attitudes towards different groups of peopleKnow 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 wellbeingKnow about some of the risks and effects of legal and illegal drug useUnderstand the reasons why people use drugs; managing situations and peer influenceLearn that mixed messages about drug use in the media exist and that these can influence opinions anddecisions |  **Topic:** Relationships and Sex Education**Knowledge** Recap the changes that happen during pubertyRecognise positive, healthy relationshipsUnderstand personal boundariesRecognise appropriate and inappropriate touchKnow 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 emergencyKnow how to assist in an emergency by correctly calling for helpLearn basic first aid for:Head injuriesBleedingChokingUnresponsive  | **Topic:** Mental health and change**Knowledge** Learn about mental health; what it means and how we can take care of itKnow how feelings and emotions are affected and can be managed at changing, challenging or difficult timesKnow about the impact of loss and bereavement and strategies for dealing with griefExplore 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/ 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**: 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** |