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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) | [**Video Production**](https://teachcomputing.org/curriculum/key-stage-2/creating-media-video-editing) | [**Selection in Physical**](https://teachcomputing.org/curriculum/key-stage-2/programming-a-selection-in-physical-computing) | [**Vector Graphics**](https://teachcomputing.org/curriculum/key-stage-2/creating-media-vector-drawing) | [**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) |
| **DT** | **Topic:** Mobile phone case**Knowledge:** Designing and making a mobile phone case**Skills:** Planning for a purpose and for functionality Making prototypesUsing a wider variety of stitchesUsing a wider range of fasteners Adapting designs | **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  | **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:** Midsummer Night’s Dream by William Shakespeare  | **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:** Year 5 Book Awards  | **Topic:** Informal letter to a friend**Purpose:** To complain **Audience:** Hotel Manager **Register:** Formal**Topic:**  Diary writing **Purpose:** To reflect **Audience:** Yourself **Register:** Informal **Class Reader:** Kensuke’s Kingdom by Michael Morpurgo  | **Topic:** Explanation- Life cycle of an animal**Purpose:** To explain **Audience:** Children **Register:** Formal **Topic:** Quest Story**Purpose:** To entertain (Action and dialogue, setting) **Audience:** Children **Register:** Authorial style (brave vs reluctant character) **Class Reader:** Asha and the Spirit Bird by Jasbinder Bilan | **Topic:** Warning StoryPurpose: 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:** Weather **Knowledge:** Weather NegativesConjunctions**Skills:** Ask and answer questionsCreate short 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:** 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 | **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 |
| **Maths**(Fluency, problem solving and reasoning included in all topics) | **Topic:** Number and place valueOrder and comparing up to 7 digits Interpreting negative numbers RoundingRoman NumeralsRecognising and finding numbers using various representations**Topic:** Addition and subtraction Mental calculation with increasing number sizeFormal written methodsRounding to checkMissing digit and multi-step problems**Topic:** Multiplication and divisionMultiply numbers by up to 4 digits Divide numbers up to 4 digits by 1 digit numbersSolve problems involving all four operations **Topic:** StatisticsComparing dataTimetables and time intervals**Topic: Area and Perimeter** – measure and calculate perimeter of composite and rectilinear shapes, calculate and compare the areas of rectangles  | **Topic:** Multiplication and Division Multiply and divide mentallyMultiply and divide by 10,100 and 1000 Multiples & factors, Square & cube numbers Prime & composite numbers Solve problems using knowledge of the above **Topic:** FractionsCompare and order fractions Equivalent fractionsRecognise and covert mixed & improper fractionsAdd & subtract fractionsMultiply improper fractions by whole numbersRead and write decimal numbers as fractions Solve problems using the above including fractions of amounts**Topic:** Decimals and percentages Read, write, order and compare decimals with up to 3 places Recognise and use thousandthsRound decimals and solve problems using the aboveRecognise % Write percentages as fractions & decimals  | **Topic:** Decimals Multiply and divide by 10,100 and 1000 Use all 4 operations to solve measure problems**Topic:** Geometry Properties of shapes and anglesPosition and directionIdentify and describe the position of a shape following a translation or reflection **Topic:** Measurement Converting units Convert between units or metric measure, Understand use equivalences between metric & imperial Solve problems using the above **Topic:** Volume Estimate volume and capacity Use all 4 operations to solve problems |
| **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:**Vision and values**Knowledge:**Rules and Routines Health and safetyMental Health and wellbeingGrowth Mindset - The dip**Skills:** Setting goalsResilienceActive listeningLearning from experiences | **Topic:**Anti-bullying**Knowledge:**What is bullying?Different types of bullying (including cyber, racial and homophobic)Identity and diversityWhy people might become bulliesEstablishing a system for dealing with any bullying problems**Skills:** Recognising some of the ways our brains can trick us or trap us in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)Evaluating social normsEmpathy | **Topic:** Rights of the child**Knowledge:** Differences between wants and needsExplore fundamental human rightsConventions of the right of the childRights of the child in around the worldUnderstand the role of voluntary, community and pressure groups.**Skills:**EmpathyCritical, constructive self-reflection (including being aware of own needs, motivations)AnalysisDrawing and defending conclusions Team-work | **Topic:** Financial awareness **Knowledge:** Understand personal finance Understand what things need to be paid forCost of living and budgeting.Wages – tax, NI etcUnderstand the terms debt and credit**Skills:**Making decisions.Self-organisation.Planning and deciding | **Topic:** Health education - changing adolescent body**Knowledge:** External body changesInternal body changes (including menstruation)Keeping cleanBody Image**Skills:**Active listening.Formulating questions.Responding to the need for positive affirmation for self and others |
| **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  |