YEAR A	Autumn	Spring	Summer
	Blood, Bones and Body Bits	**The Vile Victorians**	**Our World in Our Hands**

Year 5 and 6 — Maths

Autumn — Blood, Bones and Body Bits

Year 5
- **Number: Place Value** (numbers to 10,000; Roman Numerals to 1,000; Round to nearest 10, 100 and 1,000; numbers to 100,000, compare and order numbers to 100,000; round numbers within 100,000; numbers to a million; counting in 10s, 100s, 1000s, 10,000s and 100,000s; compare and order numbers to one million; negative numbers)
- **Number: Addition and Subtraction** (add whole numbers with more than 4 digits (column method); subtract whole numbers with more than 4 digits (column method); round to estimate and approximate; inverse operations (addition and subtraction); multi-step addition and subtraction problems)
- **Statistics** (read and interpret line graphs; draw line graphs; use line graphs to solve problems; read and interpret tables; two-way tables; timetables)
- **Number: Multiplication and Division** (multiples; factors; common factors; prime numbers; square numbers; cube numbers; multiply by 10,100 and 1,000; divide by 10, 100 and 1,000; multiples of 10, 100 and 1,000)
- **Perimeter and Area** (measure perimeter; calculate perimeter; area of rectangles; area of compound shapes; area of irregular shapes)
- **Consolidation**

Year 6
- **Number: Place Value** (numbers to ten million; compare and order any number; round any number; negative numbers)
- **Number: Addition, Subtraction, Multiplication and Division** (add and subtract integers; multiply up to a 4-digit number by a 2-number; short division, division using factors; long division; common factors; common multiples; primes to 100; squares and cubes; order of operations; mental calculations and estimation; reason from known facts)
- **Fractions** (simplify fractions; fractions on a number line; compare and order (denominator); compare and order (numerator); add and subtract fractions; mixed addition and subtraction; multiply fractions by integers; multiply fractions by fractions; divide fractions by integers; four rules with fractions; fraction of an amount; fraction of an amount - find the whole)
- **Geometry: Position and Direction** (the first quadrant; four quadrants; translations; reflections)
- **Consolidation**

Spring — The Vile Victorians

Year 5
- **Number: Multiplication and Division** (multiply 4-digits by 1-digit; multiply 2-digits (area model); multiply 2-digits by 2-digits; multiply 3-digits by 2-digits; multiply 4-digits by 2-digits; divide 4-digits by 1-digit; divide with remainders)
- **Number: Fractions** (equivalent fractions; improper fractions to mixed numbers; mixed numbers to improper fractions; number sequences; compare an order fractions less than 1; compare and order fractions greater than 1; add and subtract fractions; add fractions within 1; add 3 or more fractions; add fractions; add mixed numbers; subtract fractions; subtract mixed numbers; subtract - break the whole)
- **Number: Decimals and Percentages** (decimals up to 2dp; decimals as fractions; understanding thousandths; thousandths as decimals; rounding decimals; order and compare decimals; understand percentages; percentages as fractions and decimals; equivalent fractions, decimals and percentages)
- **Consolidation**

Year 6
- **Number: Decimals** (three decimal places; multiply by 10, 100 and 1,000; divide by 10, 100 and 1,000; multiply decimals by integers; divide decimals by integers; division to solve problems; decimals as fractions; fractions to decimals)
- **Number: Percentages** (fractions to percentages; equivalent fractions, decimals and percentages; order fractions, decimals and percentages; percentage of an amount; percentages - missing values)
- **Number: Algebra** (find a rule - one step; find a rule -two step; forming expressions; substitution; formulae; forming equations; solve simple one-step equations; solve two-step equations; find pairs of values; enumerate possibilities)
- **Measurement: Converting Units** (metric measure; convert metric measures; calculate with metric measures; miles and kilometres; imperial measures)
- **Measurement: Perimeter, Area and Volume** (shapes - same area; area and perimeter; area of a triangle; area of a parallelogram; volume - counting cubes; volume of a cuboid)
- **Number: Ratio** (using ratio language; ration and fractions; introducing the ratio symbol; calculating ratio; using scale factors; ratio and proportion problems)
- **Consolidation**

Summer — Our World in Our Hands

Year 5
- **Number: Decimals** (adding decimals within 1; subtracting decimals within 1; complements to 1; adding decimals - crossing the whole; adding decimals with the same number of decimal places; subtracting decimals with the same number of decimal places; adding decimals with a different numbers of decimal places; subtracting decimals with a different number of decimal places; adding and subtracting wholes and decimals; decimal sequences; multiplying decimals by 10, 100 and 1,000; dividing decimals by 10, 100 and 1,000)
- **Geometry: Properties of Shapes** (measuring angles in degrees; measuring with a protractor; drawing lines and angles accurately; calculating angles on a straight line; calculating angles around a point; calculating lengths and angles in shapes; regular and irregular polygons; reasoning about 3D shapes)
- **Geometry: Position and Direction** (position in the first quadrant; reflection; reflection with coordinates; translation; translation with coordinates)
- **Measurement: Converting Units** (kilograms and kilometres; milligrams and millilitres; metric units; imperial units; converting units of time; timetables)
- **Measurement: Volume** (what is volume?; compare volume; estimate volume; estimate capacity)
- **Consolidation**

Year 6
- **Geometry: Properties of Shapes** (measures with a protractor; introduce angles; calculate angles; vertically opposite angles; angles in a triangle; angles in a triangle - special cases; angles in a triangle - missing angles; angles in special quadrilaterals; angles in regular polygons; draw shapes accurately; draw nets of 3D shapes)
- **Problem Solving**
- **Statistics** (read and interpret line graphs; draw line graphs; use line graphs to solve problems; circles; read and interpret pie charts; pie charts with percentages; draw pie charts; the mean)
- **Investigations**
- **Consolidation**

English	Science report writing - science experiments Non-chronological report – the heart Research – what happens in our heart? Persuasive writing – Pig Heart Boy Letter writing - letter to Dr Bryce Persuasive letter - letter to parents Facts and opinions - Pig Heart Boy Speaking and listening – presenting a speech Diary writing – Cam's Diary Texts: Pig Heart Boy - Malorie Blackman, See Inside Your Body - Katie Daynes and Colin King, Blood, Bones and Body Bits (Horrible Science) - Nick Arnold, information texts about the human body	Narrative (archaic)Poetry – The Highwayman Discussion texts – who was guilty for the death of Bess? Balanced argument - The Highwayman Facts and opinions - The Highwayman Hot seating – character role play / character empathy Formal letter writing – Preston Manor Research – duties in the Victorian household Newspaper report – Street Child Texts: The Highwayman - Alfred Noyes, Street Child - Berlie Doherty, The Vile Victorians (Horrible Histories) - Terry Deary, information texts about the Victorians	Environmental poetry – poems with a message Poetry writing - conveying a message Research – issues facing the planet Narrative writing – Iron Man prequel Texts: The Iron Man - Ted Hughes, A Small Star - Gerald Benson, What Will You Do? - Clare Bevan, Earth's Clock - Pat Moon, The World with its Countries - John Cotton, Grown-ups - Peter Dixon, Natural Numbers/Missing - Mike Johnson, Important Notice - Philip Waddell, Careful With That You Might Break It - John Rice, Harvest Hymn - Judith Nicholls, The Boy Who Dropped Litter - Lindsay MacRae, Planet for Sale - Sue Hardy-Dawson, Give and Take - Roger McGough, An Alphabet for the Planet - Riad Nourallah, Names - Brian Moses, Where is the Forest? - John Foster, information texts about the world, information texts about environmental issues
Science	<u>Animals, including humans</u> Constructing 2D/3D models of the human body Identifying and naming the main parts of the human circulatory system; explaining the functions of the heart, blood vessels and blood Our skeletal system - various parts and their functions Modelling heart and circulatory system Comparative test – What happens to the rate at which our hearts beat when we perform different exercises? Investigating heart rates Observation – How many times does your heat beat every minute? Pattern-seeking – Is there a relationship between the type of exercise that you do and the number of heart beats per minute? Producing information posters about the heart Researching using secondary sources – What are the functions of blood? Modelling the components of blood - making own blood Describing the ways in which nutrients and water are transported within animals, including humans - research *'why do we need to drink water?'* Seven characteristics of living things MRS GREN Human lifecycle - stages of development Investigating lung capacity - the respiratory system The effects of smoking/drinking/drugs on our bodies - recognising the impact of diet, exercise, drugs and lifestyle on the way our bodies function - creating information/presentation that children of a similar age would understand	<u>Forces</u> Identifying different forces around us Illustrative fair-test – How does the surface area of a piece of paper affect how quickly it falls? Identifying the effects of air resistance that act between moving surfaces - creating air spinners/autogyros Investigative fair-test– What affects how well a parachute falls? - designing an effective parachute Comparative test – How does the shape of an object affect how it moves through water? Understanding water resistance - dropping plastercine into water Recognising that some mechanisms, including pulleys, allow a smaller force to have a greater effect - exploring how pulleys make lifting a load easier Recording data and using ICT to create graphs Exploring gears - which direction do they turn? What happens if you change the size of a gear? Exploring levers - investigating the position of levers, loads and fulcrums	<u>Living Things and their Habitats</u> Introduction to lifecycles - looking for evidence of stages in school grounds/local environment Exploring the lifecycles of different animals - mammals, birds, insects, amphibians Observing changes to mammal/egg over time using school/zoo webcam Observations over time – What are the different stages of the life cycle of a ladybird? Classifying living things based on similarities and differences - giving reasons and justifying characteristics Labelling the parts of a flower, including reproductive parts Secondary sources research – How does the pollen from one flower reach another flower? Role play - pollination of a flowering plant Growing plants from parent plants - observing changes to flowering plants over time <u>Evolution and Inheritance</u> Discussion - Which characteristics have you inherited from your parents? Identify characteristics inherited from animals to their young Research - Who was Charles Darwin? Investigation - worm escape (camouflage and adaptation) Exploring how birds adapt to their habitat - how do beaks and feet differ between bird species? How might a creature/plant evolve to suit the planet's environment in the future?

	History		
History		Local history study • Chronological Understanding - organising dates in British and World History, from BC to AD, up to present day; creating timeline of key events in Victorian Times; visit to Preston Manor; interpreting Upper Beeding census and analysing changes • Historical Knowledge - exploring developments in Child Welfare laws; comparing lives of rich and poor; researching life of Queen Victoria; understanding roles of Victorian servants; writing servant's letter of application to Preston Manor (link to English); interpreting Victorian life using census; analysing changes • Interpretations of History - understanding historical sources (primary and secondary); handling artefacts at Hove Museum; role play and artefact handling at Preston Manor; researching using artefacts, records and census, ICT, information books and video clips • Historical Enquiry - comparing Victorian and modern classrooms; visit to Preston Manor; comparing Victorians artefacts with modern day equivalents; designing own geared Cam toy (link to DT; interpreting Upper Beeding census and analysing changes • Organisation and Communication - selecting and organising information to produce structured work; making appropriate use of dates and terms; communicating ideas about the past using different genres of writing; drawing diagrams, data-handling, drama role-play, storytelling and using ICT; planning and presenting self-directed project or research about the studied period	
Geography		• Locational Knowledge – explore extent of Queen Victoria's empire; investigate why we ruled these countries; explore events which could have contributed to people moving near to Upper Beeding e.g. cement works being built/ evacuation during World War Two • Human and Physical Geography - investigate Victorian census of Upper Beeding and identify roles of men and women focusing on agricultural labourers • Geographical Skills and Fieldwork - compare Upper Beeding over the years; observe changes to school building and local roads	• Locational Knowledge – locate continents and countries of the world, oceans and main physical features using printed and digital atlases; identify environment regions of certain countries, their climates and their key human and physical features; identify key physical and human features of Upper Beeding including proposed sites for re-development; identify lines of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn • Human and Physical Geography - identify and compare key features of biomes and climate zones; describe and understand key aspects of human geography through completing research project into area of redevelopment in Upper Beeding • Geographical Skills and Fieldwork - use maps and computer mapping to explore Upper Beeding; understand existing human features and layout of the village; use O/S maps and six-figure references to identify potential redevelopment sites in the local area; observe sites suitable for redevelopment; use observations and recordings to produce development proposal; use GIS (Geographical Information System) and maps to understand land usage in local area – Parish Council development plan; use of atlases and Google Maps to explore locations studied
Art	• Drawing - creating face art in the style of Chuck Close using warm and cold colours; observational sketching of facial features and hands focusing on line, marks, form, shapes, tone, textures, patterns, blending, simple perspective and compositional scale • Painting - portrait painting; focus on colour choice (Picasso) • Collage - creating self-portraits inspired by Picasso using mixed media • 3D Sculpture - clay portraits - develop clay modelling and using different clay tools with clay; planning and designing; using tools and materials to carve, add shape, add texture and pattern Artist study – Chuck Close, Pablo Picasso	• Drawing - creating natural motif (William Morris focus); observational sketching/drawing exploring focusing on line, marks, form, shapes, tone, textures, patterns, blending, simple perspective and compositional scale – flowers, butterflies, leaves; researching artist – focusing on floral patterns; tracing image and rotating/reflecting to create pattern • Painting - using watercolours to enhance final design • Printing - hapa zome printing technique; investigate materials ; create pattern using flowers and leaves inspired by focus artist using the hapa zome printing technique Artist study – William Morris, India Flint	• Drawing – sketching/drawing landscapes focusing on line, marks, form, shapes, textures, patterns; researching artist –focusing on use of shape and textures; using patterns to create textures using dry media • Painting – exploring textures and effects using materials; create zentangle landscape using tone and texture • Textiles - Textile Landscapes using batik and sewing; batik techniques, experiment with overlapping and layering • Art through Technology - graphic design - exploring geometric art, taking inspiration from the work of Escher, Riley and traditional Islamic artists, experimenting with complex 'fractal' landscapes Artist Study - Valeriane Leblond

	Computing		
Computing	Webpage Design – creating a webpage about a chosen area of human anatomy • Search Technologies - developing critical thinking skills; awareness of potential risks and how they can be dealt with; learning about bias and authority in websites; independently search for images to be used in documents; using features of Google's web search • Using Software - recapping features previously used; aligning text for aesthetic effect; introducing keyboard shortcuts; producing topic related work, demonstrating skills learnt; evaluating webpages; creating a webpage layout; adding text, images and hyperlinks to webpage; publishing and sharing a webpage • Online safety - revising Acceptable Use Policy -behaviour and use of computing equipment; issuing VLE passwords and looking at uses of the class homepage; discussing the use of the internet - identifying what constitutes personal information; developing critical thinking skills and awareness of potential risks and how they can be dealt with	Spreadsheets - designing and costing a museum with a given budget Code.org • Programs and Algorithms - creating programs with loops, events and conditionals; writing algorithms for everyday tasks; translating names into binary; investigating different problem-solving techniques • Search Technologies - learning about email safety - preventing and dealing with spam; plagiarism and fair use of people's work - how to write citations and referencing websites used • Using Software - entering and editing text and numbers in cells; using SUM formula; to begin formatting cells; entering data and formulae into a spreadsheet; ordering and presenting data based on calculations; adding, editing and calculating data; using a spreadsheet to solve problems; planning and calculating a spending budget; designing a spreadsheet for a specific purpose • Online safety - considering importance of strong passwords and learning how to create them; scrutinising photographs that can be seen online and learning how easy it is to manipulate pictures and present them as reality; discussing societal impacts of computing	3D Modelling - using SketchUp to design local community improvement (link to Geography) • Networking and the internet - understanding how hardware is attached to a computer; knowing how hardware is used to aid a computer 'booting up'; identifying components of a computer and its functions; understanding how global network is used daily to aid people's lives, including computers sending and requesting information; identifying the start-up of the internet and its history • Using Software - drawing 3D shapes; adding detail to 3D drawings; adding and manipulating 3D models; creating a complex 3D model; creating a 3D model of own design • Online safety - keeping safe when using technology at home (linked to Summer holidays); addressing any arising issues as and when appropriate
DT	Celebrating culture and seasonality – granola bars/savoury muffins • Design - discuss and research ideas; annotate sketches • Make - write step by step recipes; select and use utensils; make, decorate and present food product • Evaluate - sensory evaluations; present data; product vs design; how have key chefs influenced eating habits? • Technical knowledge - use of utensils and equipment, including heat; seasonality and food sources	Mechanical systems, Cams – moving parts toy • Design - generate and research ideas; develop simple design • Make - produce lists of tools, equipment and materials; formulate step-by-step plans; select and use tools and equipment • Evaluate - compare final product to design specification; test product; critically evaluate quality of design, manufacture, functionality and fitness for purpose; consider other views to improve work; investigate relevant famous manufacturing and engineering companies • Technical knowledge - understand mechanical systems have input, process and output; understand how cams can be used to produce different types/change direction of movement; know and use relevant technical vocabulary	Frame structures - make a shelter to use in different climates or Stevenson Screen (weather recording device) • Design - research needs and existing products; develop simple design; model ideas, prototypes and annotated sketches. • Make - formulate clear step-by-step plan; list resources; select and use appropriate tools; use finishing and decorative techniques • Evaluate - investigate and evaluate frame structures; evaluate products against design specification; research relevant key events and individuals to frame structures • Technical knowledge - understand how to strengthen, stiffen and reinforce 3-D frameworks; know and use relevant technical vocabulary
MFL (French)	Listening, speaking, reading and writing • teacher's instructions • register taking • greetings • questions: comment ça va? - elaborate on answer • body parts • numbers to 30 and 50 • Christmas traditions • Christmas songs Grammar • verbs – 1st, 2nd person; past, present, future tense • gender – masculine, feminine nouns (singular and plural); correct use of definite and indefinite articles • pronouns • word order of adjectives • how to form a negative	Listening, speaking, reading and writing • vehicles • where I live and places on a map • follow and give instructions • giving an opinion on where I would like to live Grammar • verbs – 1st, 2nd person; past, present, future tense • gender – masculine, feminine nouns (singular and plural); correct use of definite and indefinite articles • pronouns • word order of adjectives • how to form a negative	Listening, speaking, reading and writing • food and drink, including use of money • telling the time • numbers to 50 and 100 Grammar • verbs – 1st, 2nd person; past, present, future tense • gender – masculine, feminine nouns (singular and plural); correct use of definite and indefinite articles • pronouns • word order of adjectives • how to form a negative

| Music | Learning to Play the Recorder
Performing
• Hold the recorder correctly (left hand), and cover the holes properly;
• Read simple music using the notes D, C, B, A, G;
• Reading simple notation

Notation - Rhythm Grids (Charanga)
• Clap a series of 3 and 4 metre rhythms with syncopation;
• Understand the term syncopation

Listening and Reviewing (Charanga)
Cuckoo– Benjamin Britten (Irish Folk), Jai Ho – AR Rahman (Bhangra), Lean on Me – ACM Gospel Choir (Gospel), The Carnival Arrives – John K Miles (Contemporary), Jamming – Bob Marley, Oye Como Va – Santana (Latin) –

Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody); describe and give opinions of the music heard with confident use of an extended range of musical terminology; listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles

Performing - Christmas Songs
• Learn songs and memorise for the Christmas Concert involving harmony and part singing

Interrelated Dimensions
• Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising.

Vocabulary: syncopated rhythm; harmony, chords, acappella, repeat signs, coda, drone, ostinato, rondo, theme and variations | Project One Dot - *Fast Car*
Performing
• Appraise the song *Fast Car*;
• Understand the term 'ternary form';
• Understand what a fifth and an octave is;
• Sing the song *Fast Car*;
• Perform own composition

Listening and Reviewing
Fast Car – Jonathan Dove' Fast Red Car – John Adams, Mustang Sally – Wilson Pickett, Drive – The Cars, Mercedes Benz – Janis Joplin –

Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody); describe and give opinions of the music heard with confident use of an extended range of musical terminology; listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles

Improvising and Composing
Improvising and Composing - create a short piece of music using notes from melody of first phase of *Fast Car* with tuned percussion or keyboards (C,E,G,A,Bb); use a ternary form structure

Interrelated Dimensions
• Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising.

Vocabulary: syncopated rhythm; harmony, chords, acappella, repeat signs, coda, drone, ostinato, rondo, theme and variations | Summer Production Songs
Performing
• Learn songs and choreography for summer production

Classroom Jazz (Charanga)
Performing
• Learn to play 'Three Note Bossa' on tuned percussion; learn to play 'The Five Note Swing' on tuned percussion; play a solo within piece

Listening and Reviewing
Take The 'A' Train - Duke Ellington , Speaking My Peace - H. Parlan, Back O'Town Blues - Earl Hines, One O'Clock Jump - Count Basie –

Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody); describe and give opinions of the music heard with confident use of an extended range of musical terminology; listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles

Improvising and Composing
Improvise to melody of Three Note Bossa and Five Note Swing

Interrelated Dimensions
• Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising.

Vocabulary: syncopated rhythm; harmony, chords, acappella, repeat signs, coda, drone, ostinato, rondo, theme and variations |

PE		
• <u>Dance</u> - exaggerate dance movements and motifs (using expression when moving); demonstrate strong movements throughout a dance sequence; combine flexibility, techniques and movements to create a fluent sequence; move appropriately and with the required style in relation to the stimulus • <u>Netball</u> - apply prior knowledge of skills for attacking and defending; use running, jumping, throwing and catching in isolation and in combination; develop a strong understanding of different roles and positioning • <u>Gymnastics</u> - draw on prior knowledge about strategy, tactics and composition when performing and evaluating; analyse and comment on skills and techniques used by others and self; use more complex gym vocabulary to describe how to improve and refine performances; develop strength, technique and flexibility throughout performances • <u>Rugby</u> - consistently use sport-specific skills with co-ordination, control and fluency; make use of space in attack and defence; pass a ball whilst running • <u>Swimming</u> - develop basic water safety skills and understand the dangers that water can pose; develop competence in pushes and glides, increasing distance each time; develop technique in the four main strokes (crawl, breaststroke, back crawl & butterfly); develop effective breathing control techniques; swim confidently for at least 25m; compete against peers and other schools in races across all four strokes	• <u>Dance</u> - perform with confidence, using a range of movement patterns; show a change of pace and timing in movements; move to the beat accurately in dance sequences; understand that different stimuli require different motifs and use them appropriately • <u>Game Making</u> - create my own games using knowledge and skills from prior learning; modify and adapt games to make them easier or harder; make suggestions as to what resources can be used to differentiate a game; compare and comment on skills to support creation of new games • <u>Gymnastics</u> - plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions; adapt sequences to include a partner or a small group; increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus • <u>Hockey</u> - understand different rules, the importance of fair play and respect for officials and other players; take part in competitive games with a strong understanding of tactics and composition; keep possession of balls during games situations; tackle, intercept and win back possession • <u>Swimming</u> - develop basic water safety skills and understand the dangers that water can pose; develop competence in pushes and glides, increasing distance each time; develop technique in the four main strokes (crawl, breaststroke, back crawl & butterfly); develop effective breathing control techniques; swim confidently for at least 25m; compete against peers and other schools in races across all four strokes	• <u>Athletics</u> - understand which technique is most effective when jumping for distance (when standing and with a run up); demonstrate appropriate techniques in a competitive situation; track improvement of scores over time and strive to beat own and peers' records • <u>Cricket</u> - consistently use sport-specific skills with co-ordination, control and fluency; strike balls in different ways and directions; adjust throwing power; bowl overarm accurately? • <u>Athletics</u> - use correct technique to run at speed; build stamina and develop the ability to run for distance; throw with accuracy and power; identify and apply techniques of relay running including a successful baton handover • <u>Tennis</u> - consistently use sport-specific skills with co-ordination, control and fluency; use different types of shots; understand how to change the flight of the ball
PSHE		
<u>Me and My World</u> Writing class rules/electing class reps Bikeability Expect respect Internet and mobile phone safety Should you trust what you read/hear/see? (media) Jeans for Genes <u>We are all Different</u> Black History – Ruby Bridges and Martin Luther King Children In Need Anti-bullying Cyber-bullying What does it mean to be 'British'? What is a 'stereotype'?	<u>Dreams and Goals</u> New Year Resolutions Inspirational people What career am I aiming for? Looking after my money What is charity? <u>Healthy Me</u> Water safety Alcohol and drugs Smoking dangers Exercise and health Bacteria and viruses Fire safety (WSFS)	<u>Relationships</u> What is teamwork? What skills can I offer? Recipe for a good friend What is a good friendship? Personal space Marriage/civil partnerships/committed relationships <u>Changing Me</u> Living and Growing – What is puberty? What is adulthood? Memories Agony aunt/uncle What is a boyfriend/girlfriend? Transition to Y6/7

		Islam	Christianity	Islam
RE		**Islam** What is the best way for a Muslim to show commitment to God? • What are you committed to? • Explore the five pillars of Islam - reflect on each and share importance • Questioning - how do Muslims show commitment? • Writing affirmations to their own commitments **Christianity** How significant is it that Mary was Jesus' mother? • Discussion - have you ever been chosen to do something? • Explore depictions of Mary in art what do they tell us about Mary? • Discussion - why do you think Mary was chosen by God? Would Jesus's life been different if he had a human father? • Reflection - if Jesus returned today, what sort of parent would be chosen by God?	**Christianity** Is anything ever eternal? • Discussion - what lasts forever? • Children sort images into eternal and non-eternal • Watch wedding ceremony - is love eternal? • Reflection - what is Heaven, what is Hell? • Discussion - what do Christians believe is eternal? What do you believe is eternal? • Class display - what would the world look like if everyone 'loved their neighbour'? **Christianity** Is Christianity still a strong religion 2000 years after Jesus was on Earth? • Who has influenced your life? - personally and celebrity/famous • Sort list of festivals into Christian and non-Christian • Research - Christian charities • Discussion - where in British society do we see the influence of Christianity? • Writing own Ten Commandments that all people should live by	**Islam** Does belief in Akhirah (life after death) help Muslims lead good lives? • Discussion - how do we lead good lives? • Graffiti walls - what do *Heaven*, *Hell*, *Right*, and *Wrong* mean to you? • Explore Muhammad, Allah ,the Qur'an, the five pillars and elements of everyday life (food, marriage, education) - how do these show Muslims choosing to lead good lives? • Debate - does belief in Akhirah (life after death) help Muslims lead good lives? • Expression - response to the question what does Heaven mean to me? • Continuum line - do you agree/disagree with actions? - look at scenarios • Discussion - Is war ever right/justifiable? • Explore what jihad means - struggle against evil - what might a person see as evil? • Explore Arab/Israeli conflict - what is the cause? • Discuss stereotyping - is it right to say all Muslims are terrorists? • Sorting statement sin those that will/will not get a Muslim into Heaven • Look at optical illusions - we see things differently to each other
Visits and Visitors		Restart a Heart Training (Henfield Hart)	Preston Manor, Brighton Hove Museum Y5/6 Residential Little Canada, IOW	South of England Show, Ardingly