

YEAR B		Autumn	Spring	Summer
Year 5 and 6		<u>World War Two</u>	<u>To Infinity and Beyond</u>	<u>It's All Greek To Me</u>
	Maths	<p>Year 5</p> <ul style="list-style-type: none"> • 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 <p>Year 6</p> <ul style="list-style-type: none"> • 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 	<p>Year 5</p> <ul style="list-style-type: none"> • 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 <p>Year 6</p> <ul style="list-style-type: none"> • 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 	<p>Year 5</p> <ul style="list-style-type: none"> • 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 number 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 <p>Year 6</p> <ul style="list-style-type: none"> • 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	<p>My Secret War Diary - creating family trees Character description - family members Instructions - gas masks Research – air raids, building shelters, dig for victory Poetry writing - Blitz poems Guided Reading – Letters from the Lighthouse</p> <p>Texts: My Secret War Diary, by Flossie Albright - Marcia Williams, Letters from the Lighthouse - Emma Carroll, Goodnight Mister Tom - Michelle Magorian, information texts about World War Two</p>	<p>Newspaper report - alien invasion / meteor sighting Non-chronological report - planets Story writing – short stories Guided Reading – The Watertower</p> <p>Texts: The Watertower - Gary Crew. Short! - Kevin Crossley-Holland, information texts about the solar system</p>	<p>Story writing - Greek Myths Storyboard - Greek Myths Drama - Theseus and the Minotaur Guided Reading – Greeks Myths</p> <p>Texts: The Orchard Book of Greek Myths - Geraldine McCaughrean, Greek Myths - Marcia Williams, information texts about Ancient Greece</p>

	Science	<p><u>Electricity</u> Problem-solving – An electronic scarecrow! Devise an electronic scarecrow using electrical components (Dragon’s Den). Explaining choices made Circuit diagrams and symbols - create diagram of electronic scarecrow Illustrative fair-test – How will the number of batteries (amounts of Volts) affect the brightness of the bulb? Investigating faulty circuits - Saboteurs! make a circuit, alter another circuit, return to own, solve why it isn’t working Investigative Fair-test – What affects the brightness of a bulb in a circuit? Exploring how the number of bulbs/cells affects the circuit Investigation - does the thickness of the wire affect the circuit?</p>	<p><u>Earth and Space</u> Discussion - what do you want to know about our solar system? Describing the movement of the Earth, and other planets, relative to the Sun in the solar system What is in our solar system? - recalling the planets in order, modelling how far apart they are Researching - what is it like on the other planets in the solar system? Creating quick-guides (link to English) Explanation - how do we know that the Earth and Sun are roughly spherical? Exploring - how does the shape of the Moon appear to change over time? - mapping moon phases Exploring the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky Practical investigation - how day and night are created by the Sun and Earth’s position Investigate how the sun moves using shadows on the playground Problem-solving – how can we use the Sun to tell the time? Pattern-seeking investigation – How does the length of shadows change over day?</p> <p><u>Light</u> Investigate - how can we prove that light travels in straight lines? Modelling – how do we see things? - how does the eye work? Exploring - how do we see reflections in a mirror? Fair test investigation - which material is best at reflecting light? Pattern-seeking - how many reflections can we make? Problem-solving - how can we see over a wall/around a corner? - exploring periscopes</p>	<p><u>Properties and Changes of Materials</u> Comparative test – Which cups let through the most heat? Classifying and sorting everyday materials according to their properties - pupils explain their choices (e.g. conductors of electricity, thermal insulators) Investigating mixing materials in liquids - dissolving and solutions Investigative fair-test - what affects sugar dissolving in water? Simple test – how can we separate mixtures of different solids? - sieving Separating mixtures (filtering, sieving and evaporation) - cleaning water What is the best material for filtering? Chemical reactions - vinegar and bicarbonate of soda Observing candle in a glass jar - why does it extinguish? Investigating how to rust a nail Creating own plastic (milk and vinegar) Which processes are reversible?</p>
	History	<p>An aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Battle of Britain</p> <ul style="list-style-type: none"> • Chronological Understanding - studying events in WW2 in chronological order; understanding how WW2 affected locality and key British cities/countryside; understanding how world was affected by war (allied/axis countries) • Historical Knowledge - researching aspects of WW2 (Home Front, Dig for Victory, make do and mend, rationing); understanding evacuation and the Blitz; understanding and writing instruction texts (building Anderson shelter, how to ration, what to do in an air raid); writing Blitz poem (link to English); researching role of countries in war; researching and presenting information posters; role play life of an evacuee • Interpretations of History - exploring primary and secondary historical sources; artefact handling at Newhaven Fort; research using ICT, information books, photographs, historical documents, diaries, media recordings, newspapers • Historical Enquiry - understanding how war affected children and everyday life in Britain; researching how WW2 began; exploring diary of a WW2 child; experiencing air raid shelter at Newhaven Fort; Evacuation Day roleplay • 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 	<p>An aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – The Space Race</p> <ul style="list-style-type: none"> • Chronological Understanding - organising dates in the Space Race between USA and USSR; analysing importance of events • Historical Knowledge - investigating technological developments as a result of the Space Race; everyday items developed by NASA and other agencies for space travel • Interpretations of History - exploring primary and secondary historical sources; artefact handling/exhibits at Science Museum; research using ICT, information books, photographs, media recordings, newspapers • Historical Enquiry - investigating and researching impact of space travel on modern lives; exploring lives of British astronauts: Tim Peake and Helen Sharman • 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 	<p>Pre-History Topic - Ancient Greece</p> <ul style="list-style-type: none"> • Chronological Understanding - ordering significant Ancient Greek dates on a timeline; researching dates of significant events, discoveries and inventions • Historical Knowledge - understanding oligarchy, democracy and clashes between Athenians and Spartans; researching hoplite soldiers; researching Ancient Greek beliefs and gods; exploring Greek myths (link to English); understanding effect of empire upon city states; role play Ancient Greek day (designing shields, exploring differences and similarities between Athens and Sparta), label a hoplite • Interpretations of History - researching using artefacts, ICT, information books and video clips; exploring at Greek pottery and statues; understanding and retelling Greek myths – written and verbal • Historical Enquiry - understanding democracy and oligarchy; exploring how myths changeover time; researching life in Ancient Greece and the Battle of Marathon • 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	<ul style="list-style-type: none"> • Locational Knowledge – identify allied and axis countries on map of Europe; identify consequence of land distribution and treaties following WW1 and how this was a cause of WW2; identify how land borders changed after WW2; identify cities (including London) that were heavily bombed during the war; explore reasons for evacuation and relocation; identify use of shipping routes to transport food and reasons for rationing; explore location of ports as defensive installations and adaptation for military uses – visit Newhaven Fort • Human and Physical Geography - identify reasons for rationing and political attempt to disrupt trade links; development of growing spaces linked to Dig for Victory; explore women’s role in the home front (land army, munitions factories etc.) • Geographical Skills and Fieldwork - use atlases to identify the map of Europe before and after WW2; identify allied and axis countries; use maps and plans to understand the location and development of Newhaven Fort as defensive port over time 	<ul style="list-style-type: none"> • Locational Knowledge – identify time zones and how day and night are affected by the position of Earth • 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 eight compass points to explain direction of the sun throughout the day 	<ul style="list-style-type: none"> • Locational Knowledge – identify effects of empire and how this shaped city states; comparison of physical and human characteristics in two regions – Athens and Sparta • Place Knowledge - comparison of physical and human characteristics in two regions – Athens and Sparta • Human and Physical Geography - investigate role of physical features for defence and trade • Geographical Skills and Fieldwork - use of ancient Greek maps to identify scale of empire; identify how scale of Greek empire changes over time
	Art	<ul style="list-style-type: none"> • Drawing - observational sketching and drawing exploring line, marks, form, shapes, tone, textures, patterns, blending, simple perspective and compositional scale; building skylines; observational drawing of famous London landmarks; creating emotive art – WW2 images • Painting - create background sky effect using poster paints – blending colours; using textures to enhance • Printing - emotive art - sponge printing; blending colours to create fiery sky; creating stencil for building skyline • Collage - creating wartime landmark building; embellish using fine liners • Textiles – Dojo creature - investigating materials, tools and techniques; follow design criteria, annotate design and make decisions; explore functionality, innovation, purpose; use evaluations, mock-ups, prototypes <p>Artist study – WW2 emotive art and photography</p>	<ul style="list-style-type: none"> • Drawing - observational sketching and drawing exploring line, marks, form, shapes, tone, textures, patterns, blending, simple perspective and compositional scale; the moon, looking in detail at the craters, dark side of the moon; using chalk and pastels to add depth, shape and structure; using smudging, shading and layering techniques to replicate moon sketches onto black paper – working in reverse – hatching, contour hatching, cross hatching, stippling, scumbling; exploring pressure to create grey tones; creating 3D effects; creating spacescapes using chalk pastels; creating chalk pastel planets; designing aliens focusing on features and detail –choosing favourite design to be made out of clay. • Collage - cut out planets for spacescapes • 3D Sculpture - clay aliens - plan through drawing and other preparatory work; develop cutting and joining skills; produce intricate patterns and textures in malleable media; portraits - develop clay modelling and using clay tools; planning and designing; using tools and materials to carve, add shape, add texture and pattern <p>Artist study – Peter Thorpe</p>	<ul style="list-style-type: none"> • Drawing - observational sketching and drawing exploring line, marks, form, shapes, tone, textures, patterns, blending, simple perspective and compositional scale; pattern borders, geometric shapes, black action silhouette figures, Greek pottery • Painting - painting and embellishing papier-mache Greek vase • Collage - 2D - wax resist effects; designing Greek pots; scratching using techniques to create pattern; 3D -_Greek pots; focus on shape, form, model and construct from observation or imagination; use recycled, natural and man-made materials to create sculptures; plan sculpture through drawing and other preparatory work; produce intricate patterns and textures in malleable media • 3D Sculpture - papier mache Greek pottery; creating shape, form, model and construct from observation or imagination, using papier mache to create a Greek vase <p>Artist Study – Greek Architects</p>
	Computing	<p>Radio Station - recording and delivering a news broadcast (link to English)</p> <ul style="list-style-type: none"> • Search Technologies - learning about different online scams, including what ‘phishing’ means • Using Software - using software to create own sounds by recording, editing and playing, e.g. Audacity; combining audio effects to create an original radio jingle, e.g. existing sounds with own unique voice content; researching and planning digital content for a radio podcast; use sound recording software to create appropriate digital content; examining features of advertisements and using ideas to design own advert to be recorded; designing and recording a persuasive radio advert for a product or service; presenting and evaluating audio content • Online safety - revising Acceptable Use Policy to recap on appropriate behaviour and use of computing equipment; issuing VLE passwords and looking at uses of class homepage; Google Legends - Be Internet Sharp – Think before you share - what having a digital footprint means; ways in which positive digital footprint are built; Google Legends - Be Internet Alert – Check it’s for real - how to be a critical consumer while online; learning about different online scams, including what ‘phishing’ means 	<p>Game Design – creating a space themed game on Kodu</p> <ul style="list-style-type: none"> • Programs and Algorithms - programming Kodu using ‘When’ and ‘Do’ instructions; writing simple instructions using basic Kodu format; using tools and adding features to create an original landscape in Kodu; analysing and deconstructing code to work out its purpose; testing out code to check that it works; programming a character to be controlled around a custom track to reach a goal, from a start point to a finish; programming a character to follow an automatic path; evaluating own games after testing • Search Technologies - researching ideas and users likes and dislikes of games • Using Software - researching and designing the content for a new space themed game; planning a launch for the game with a website or advert; investigating and evaluating the features of programming software • Online safety - Google Legends - Be Internet Secure – Protect your stuff - ways to develop safe habits online, including importance of protecting personal information; how to respect online privacy boundaries for selves and others; ways to seek or ask for help if self or others feel unsafe online; Google Legends - Be Internet Kind – Respect Each other- how to develop respectful, empathetic and healthy online relationships; ways to manage and respond in a healthy and safe way to hurtful online behaviour 	<p>Film Making - creating a Horrible Histories type short film about an area of Greeks/a Greek Myth</p> <ul style="list-style-type: none"> • Search technologies - locating and checking appropriate digital content; providing accurate crediting of sources • Using Software - using appropriate software and other tools effectively to write a film script; using digital recording devices to film and import into video editing software; planning, conducting and importing video interviews as part of a short film; using video editing software to create a short film, e.g. Windows Movie Maker; using video editing software to turn a film project into a finished movie and present it • Online safety - keeping safe when using technology at home (linked to Summer holidays); addressing any arising issues as and when appropriate

	DT	<p>Textiles, Combining different fabric shapes –Dojo creature</p> <ul style="list-style-type: none"> • Design - generate ideas through research; develop, model and communicate ideas; design purposeful, functional, appealing product • Make - produce detailed lists of equipment and fabrics; formulate step-by-step plans; select and use range of tools and equipment • Evaluate - investigate and analyse textile products; compare final product to original design specification; test products and evaluate quality of design, manufacture, functionality and fitness for purpose; consider other views to improve work • Technical knowledge - 3-D textile product made from combination of pattern pieces, fabric shapes and different fabrics; fabrics can be strengthened, stiffened and reinforced 	<p>Electrical systems, monitoring and control - moon buggies/space rovers</p> <ul style="list-style-type: none"> • Design - develop design for functional product that responds automatically to changes in the environment; generate, develop and communicate ideas through discussion, annotated sketches and pictorial representations of electrical circuit diagrams • Make - formulate step-by-step plan, listing tools, equipment, materials and components; select and assemble materials, connect electrical components to produce reliable, functional product; create and modify computer control program to enable electrical product to respond to changes in the environment. • Evaluate - evaluate and modify working features; test system • Technical knowledge - understand and use electrical systems; understand use of computer control systems; apply understanding of computing to program, monitor and control products; know and use relevant technical vocabulary 	<p>Celebrating culture and seasonality – dips and flatbreads</p> <ul style="list-style-type: none"> • Design - generate ideas through research and discussion; explore range of ideas; make design decisions linked to user and purpose; annotate sketches to communicate ideas • Make - Write step-by-step recipe, list ingredients, equipment and utensils; select and use utensils and equipment to measure and combine ingredients; make, decorate and present food product • Evaluate - carry out sensory evaluations; record evaluations using tables/graphs/charts; evaluate final product vs design brief; understand how key chefs have influenced eating habits • Technical knowledge - how to use utensils and equipment including heat sources; understand seasonality; know and use relevant technical and sensory vocabulary
	MFL (French)	<p>Listening, speaking, reading and writing</p> <ul style="list-style-type: none"> • teacher's instructions • register taking • greetings • questions - <i>comment ça va?</i> - elaborate on answer • countries in Europe • personal information about themselves • numbers to 30 and 50 • Christmas traditions • Christmas songs <p>Grammar</p> <ul style="list-style-type: none"> • verbs – begin to use the past tense, reinforce understanding of future tense • adverbs • gender – masculine, feminine nouns (singular and plural), correct use of definite and indefinite articles and adjectives • how to form a negative 	<p>Listening, speaking, reading and writing</p> <ul style="list-style-type: none"> • school map work, naming rooms/areas in school • school subject and express opinion of likes and dislikes • classroom objects <p>Grammar</p> <ul style="list-style-type: none"> • verbs – begin to use the past tense, reinforce understanding of future tense • adverbs • gender – masculine, feminine nouns (singular and plural), correct use of definite and indefinite articles and adjectives • how to form a negative 	<p>Listening, speaking, reading and writing</p> <ul style="list-style-type: none"> • naming sports and express preferences of sports • healthy living • food in a café • numbers 50 and 100 <p>Grammar</p> <ul style="list-style-type: none"> • verbs – begin to use the past tense, reinforce understanding of future tense • adverbs • gender – masculine, feminine nouns (singular and plural), correct use of definite and indefinite articles and adjectives • how to form a negative

	Music	<p><u>Project One Dot Performing</u></p> <ul style="list-style-type: none"> • Sing the song <i>Little Girl of Rain</i>; • Perform own composition <p><u>Improvising and Composing</u></p> <p>Using compositional grid, compose a simple melody based on topic ‘World War II; use music notation in scoring</p> <p><u>World War Two Listening and Reviewing</u></p> <p>Bartok - Concerto for Orchestra (Mvmt 1), Django Reinhardt - Nuages, Glen Miller - Little Brown Jug, Vera Lynn - White Cliffs of Dover, Shostakovich – Leningrad Symphony, Rogers and Hammerstein - Oklahoma (Surrey with the fringe on top)</p> <p>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</p> <p><u>Christmas Songs Performing</u></p> <p>Learn songs and memorise for Christmas Concert involving harmony and part singing; rhythm games – keeping the pulse, copying a range of rhythmic patterns</p> <p><u>Interrelated Dimensions</u></p> <ul style="list-style-type: none"> • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. <p><u>Vocabulary</u>: syncopated rhythm; harmony, chords, acappella, repeat signs, coda, drone, ostinato, rondo, theme and variations</p>	<p><u>Topic-related Music Performing</u></p> <ul style="list-style-type: none"> • Sing <i>Earth, Space and all that Jazz</i> (Sing Up); • Accompany the song (bass ostinato on tuned percussion – look at descending 4 chord progression); sing <i>Spaceship Jam</i> – a song in 3 parts; • Choreography to accompany song; taking ‘horn’ rhythms and putting them to untuned instruments <p><u>Listening and Reviewing</u></p> <p>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</p> <p>The Planets - Holst - Mars – The Bringer of War, Venus – The Bringer of Peace, Mercury – the winged messenger, Jupiter – the Bringer of Jollity, Saturn – the Bringer of Old Age, Neptune – The Mystic -</p> <p><u>Happy (Charanga) Performing</u></p> <ul style="list-style-type: none"> • Sing <i>Happy</i> - Pharrell Williams; play a tuned instrument along with melody <p><u>Listening and Reviewing</u></p> <p>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</p> <p>Happy - Pharrell Williams, Top Of The World - The Carpenters, Don’t Worry, Be Happy - Bobby McFerrin, Walking On Sunshine - Katrina And The Waves, When You’re Smiling - Frank Sinatra , Love Will Save The Day - Brendan Reilly</p> <p><u>Improvising and Composing</u></p> <ul style="list-style-type: none"> • Learn riffs and use them as building blocks to make up own tunes to improvise; • Compose using the on-screen Music Explorer Composition Tool (Charanga) <p><u>Interrelated Dimensions</u></p> <ul style="list-style-type: none"> • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. <p><u>Vocabulary</u>: syncopated rhythm; harmony, chords, acappella, repeat signs, coda, drone, ostinato, rondo, theme and variations</p>	<p><u>Summer Production Songs Performing</u></p> <p>Learn songs and choreography for summer production</p> <p><u>BBC 10 Pieces - Ravi Shankar Performing</u></p> <ul style="list-style-type: none"> • Create own piece of music using instruments and voice; • Perform as an ensemble; • Learn musical language appropriate to task <p><u>Listening and Reviewing - Symphony Finale</u></p> <p>Ravi Shankar - 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</p> <p><u>Improvising and Composing</u></p> <ul style="list-style-type: none"> • Learn about drones and ragas; • Improvise and compose music for a range of purposes using interrelated dimensions of music <p><u>Interrelated Dimensions</u></p> <ul style="list-style-type: none"> • Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. <p><u>Vocabulary</u>: syncopated rhythm; harmony, chords, acappella, repeat signs, coda, drone, ostinato, rondo, theme and variations</p>
--	-------	---	---	--

PE	<ul style="list-style-type: none"> • <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>Basketball</u> - keep possession of balls during games situations; apply prior knowledge of skills for attacking and defending; use running, jumping, throwing and catching in isolation and in combination; shoot accurately and in different ways • <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>Football</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 	<ul style="list-style-type: none"> • <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>Benchball</u> - consistently use sport-specific skills with co-ordination, control and fluency; make use of space in attack and defence; develop a strong understanding of different roles and positioning • <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 	<ul style="list-style-type: none"> • <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>Ultimate Frisbee</u> - consistently use sport-specific skills with co-ordination, control and fluency; adjust throwing power; throw accurately and for different distances; understand different rules, the importance of fair play and respect for officials and other players • <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>Rounders</u> - consistently use sport-specific skills with co-ordination, control and fluency; develop strong tactics that can be altered to compete with peers
PSHE	<p><u>Me and My World</u> Writing class rules/electing class reps Genes for Jeans Bikeability Internet and mobile phone safety Basic first aid - Connor's 5 How do you get help? 999</p> <p><u>We are all Different</u> Black History – sports stars (Lewis Hamilton, Muhammed Ali, Jesse Owens) What was the Black Slave Trade? Children In Need Anti-bullying Cyber-bullying The role of volunteers and charity in the UK</p>	<p><u>Dreams and Goals</u> New Year Resolutions Saving money Making economical choices 'Apprentice Week' – linked to enterprise</p> <p><u>Healthy Me</u> Managing risks, dangers and hazards Being resilient Resisting pressure from peers Fire safety (WSFS)</p>	<p><u>Relationships</u> Friendships and relationships at school Are all friendships healthy? Personal space and boundaries Can dares be a good thing? Overcoming fears Marriage/civil partnerships/committed relationships</p> <p><u>Changing Me</u> Living and Growing –</p> <ul style="list-style-type: none"> • How babies are made? • How babies are born? • Boy Talk • Girl Talk <p>Year 6 - What is puberty? Adulthood? What is a boyfriend/girlfriend? Transition to Y6/7</p>

	RE	<p><u>Hinduism</u> What is the best way for a Hindu to show commitment to God?</p> <ul style="list-style-type: none"> • Debate - should everyone be a vegetarian? How committed would you be? • Exploring the puja shrine • Discussion of the Vedas (four goals -purusharthas) • Researching the importance of the River Ganges • How do Hindus show commitment in different ways? • Visualisation exercise - feeling peaceful <p><u>Christianity</u> Is the Christmas story true?</p> <ul style="list-style-type: none"> • Watch news clip (e.g. robbery) what happened? Is everyone's point of view the same? • Recall the Christmas Story - Who was there? • Explore different versions of the story and compare • Christian visitor - what does Christmas mean to them? • Sharing opinion - do you think the Christmas story is true? 	<p><u>Hinduism</u> How can Brahman be everywhere and in everything?</p> <ul style="list-style-type: none"> • Creating personality cubes - the different roles we have • Exploring Brahman and the tri-murti • Information posters about the roles of a god/goddess • Reflection - how can Brahman be in everything? • Listening to Aum • Window to the World - image collage of ways we treat the world - good and bad <p><u>Christianity</u> Did God intend for Jesus to be crucified and if so was Jesus aware of this?</p> <ul style="list-style-type: none"> • Discussion - what do you have control of in your life? • Explore the events of Holy Week - was this part of God's plan? Was Jesus aware of God's plan? • Research people with a strong sense of destiny (Gandhi, Mother Teresa, Martin Luther King, Florence Nightingale) • What is your dream/goal? 	<p><u>Hinduism</u> Do beliefs in karma, samsara, and moksha help Hindus lead good lives?</p> <ul style="list-style-type: none"> • What are positive and negative consequences in a chain of events? • Scenarios - what choices can be made to these events? • Making Snakes and Ladders games - exploring life choices and consequences • Investigate Karma, Samsara and Moksha • Hindu visitor - how do the four rules affect your life? • Making board games depicting consequences of Hindu life • Creating artwork depicting what happens to us after we die <p><u>Christianity</u> What is the best way for a Christian to show commitment to God?</p> <ul style="list-style-type: none"> • Debate - is it ok to lie? • Look at Ten Commandments - order them in importance • How can we show love, patience, peace, etc? • Discussion - why do people pray? • Write reply letter to child who no longer wants to go to church • Reflection tree - children write on apple outline what commitment means to them (class display)
	Visits and Visitors	<p>WW2 Day Newhaven Fort, Newhaven Connor Saunders Foundation RE - Christian visitor</p>	<p>Science Museum, London Y5/6 Residential Little Canada, IOW</p>	<p>Connect with the Countryside, Ardingly RE - Hindu visitor</p>