


	AUTUMN	SPRING	SUMMER			
 Kingfishers  Class 5/6	<b>History - Ancient Greece</b> <b>BEQ:</b> What impact could a God have on you and on others? Knowledge / key concepts: <ul style="list-style-type: none"> <li>• Empires</li> <li>• Timeline</li> <li>• Greek Gods and Goddesses</li> <li>• Democracy</li> <li>• Everyday life and the role of men and women</li> <li>• Greek sculptures/pottery</li> </ul>	<b>Geography - Mountains, Rivers and the Water Cycle</b> <b>BEQ:</b> Who is the best artist : Nature or Mankind? Knowledge / key concepts: <ul style="list-style-type: none"> <li>• Structure of the earth</li> <li>• Features of a mountain</li> <li>• How mountains are formed</li> <li>• How glaciers are formed and how they can influence a landscape.</li> <li>• Rivers journey from source to sea</li> <li>• Water cycle recap</li> </ul>	<b>History - Civil Rights</b> <b>BEQ:</b> Do we all have equal rights? Knowledge / key concepts: <ul style="list-style-type: none"> <li>• To understand what civil rights are.</li> <li>• To understand how black people were discriminated against in America during the 1900's.need for</li> <li>• To understand the influence of civil right leaders.</li> </ul> To recognise some of the influential figures in the civil rights movement in the US during the twentieth century	<b>Geography - Economics and Trade</b> <b>BEQ:</b> Is money the key to happiness? Knowledge / key concepts: <ul style="list-style-type: none"> <li>• To investigate where the products we buy come from</li> <li>• To understand that all products have a supply chain.</li> <li>• To understand the chocolate supply chain.</li> <li>• To find out what the UK exports.</li> <li>• To investigate the highest value exports of different countries.</li> <li>• To investigate whether the banana trade is fair.</li> </ul>	<b>History - Twentieth Century Conflict</b> <b>BEQ:</b> Can conflict lead to positive outcomes? Knowledge / key concepts: <ul style="list-style-type: none"> <li>• To know some of the conflicts that occurred in the 20th Century.</li> <li>• How propaganda was used in conflict.</li> <li>• What were the causes and solutions to certain conflicts</li> </ul> Is there a better way?	<b>Geography - Local study</b> <b>BEQ:</b> Does your postcode determine your future? Knowledge / key concepts: <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography in a region of the United Kingdom.</li> <li>• Describe and understand human geography including types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water.</li> </ul>
	<b>Science - Space (indepth)</b> BEQ: Is there life beyond our world? Knowledge / key concepts: <ul style="list-style-type: none"> <li>•Stars, planets and moons have so much mass they attract other things, including each other due to a force called gravity. Gravity works over a distance.</li> <li>•Stars produce vast amounts of heat and light. All other objects are lumps of rock, metal or ice and can be seen because they reflect the light of stars.</li> <li>•Objects with larger masses exert bigger gravitational forces</li> <li>•Objects like planets, moons and stars spin</li> <li>•Smaller mass objects like planets orbit large mass objects like stars</li> </ul>	<b>Science - Controlling electrical circuits</b> <ul style="list-style-type: none"> <li>•Batteries are a store of energy. This energy pushes electricity around the circuit. When the battery's energy is gone it stops pushing. Voltage measures the 'push'.</li> <li>•Current is how much electricity is flowing round a circuit.</li> <li>•The greater the current flowing through a device the harder it works.                             <ul style="list-style-type: none"> <li>•When current flows through wires heat is released. The greater the current the more heat is released</li> </ul> </li> </ul>	<b>Science - Evolution and natural selection</b> Knowledge / key concepts <ul style="list-style-type: none"> <li>•Fossils provide evidence that Living things have changed over time.</li> <li>•Environmental change can affect how well an organism is suited to its environment.</li> <li>•Over time the characteristics that are most suited to the environment become increasingly common.</li> </ul>	<b>Science - Animals: Respiration</b> Knowledge / key concepts <ul style="list-style-type: none"> <li>•Oxygen is breathed into the lungs where it is absorbed by the blood.</li> <li>•The heart pumps blood around the body.</li> <li>•Muscles need oxygen to release the energy from food to do work: Oxygen is taken into the blood in the lungs, the heart pumps blood through blood vessels to the muscles, the muscles take the oxygen and nutrients from the blood</li> </ul>	<b>Science - How sound is made, travels and can be changed</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>• Sound travel can be blocked</li> <li>• Sound spreads out as it travels</li> <li>• Changing the shape, size and material of an object, will change the sound it produces</li> <li>• Sound is produced when an object vibrates</li> <li>• Changing the way an object vibrates, changes the sound.</li> <li>• Sound travels through materials by making them vibrate</li> <li>• Bigger vibrations produce louder sounds</li> <li>• Faster vibrations produce high pitched sounds.</li> </ul>	<b>Science - Light and how we see</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>• Light travels in straight lines</li> <li>• Light reflects off all objects (unless they are black). Non shiny surfaces scatter light, so we don't see a single beam.</li> <li>• Animals see light when it enters their eye</li> <li>• Animals see objects when light bounces off an object into their eye.</li> </ul>
	<b>Art - Space</b> Knowledge / key concepts: Painting <ul style="list-style-type: none"> <li>• Peter Thorpe- space abstract art</li> <li>• Van Gough- starry night</li> </ul>	<b>DT - Rivers and Water themed fairground rides</b> Knowledge / key concepts: Logo design for saving water/ the environment	<b>Art - Civil rights Graffiti / Collage - focusing not only on the civil rights movement but the BEQ which could relate to children or other people around the world.</b>	<b>DT - Food tech / baking Easter theme (link to economics topic)</b>	<b>Art - Propaganda posters / anti war posters</b> Graphic design	<b>DT - Google Sketchup</b> New building for the area. Sketch and plan before using tech to bring it to life.
	E safety and Google Suite intro followed by main units of work <b>Computing - Communication</b> Knowledge / key concepts To investigate internet based communication. To understand the role of a search engine. To analyse the most effective means of communication for a given need..	<b>Computing - Programming A: Variables in Games</b> Knowledge / key concepts To understand what variables are and that they can be set and changed. Pupils will experiment with variables in an existing project, then modify them, then they will create their own project	E safety recap <b>Computing - Spreadsheets</b> Knowledge / key concepts To organise data into columns and rows to create their own data set. To format and apply formulas to data before creating graphs and analysing the data.	E safety recap <b>Computing - Website Design</b> Knowledge / key concepts To identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.	E safety recap <b>Computing - Sensing</b> Knowledge / key concepts To build in and test in a programming environment before transferring it to their micro:bit.	<b>Computing - 3D modeling</b> Knowledge / key concepts To examine the differences between working digitally with 2D and 3D graphics. To create a 3d model of a physical object
	<b>RE - Rosh Hashana and Yom Kippur-atonement/ritual</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>• Rosh Hashana</li> <li>• Yom Kippur</li> <li>• Repentance</li> <li>• Atonement</li> <li>• New beginnings</li> </ul>	<b>RE- Islam Muhammad and the Qur'an / incarnation</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>• Incarnation</li> <li>• The holybooks of Chritianity and Islam</li> </ul>	<b>RE - Purim- identity</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>• Queen Esther's story</li> <li>• Identity</li> <li>• Problems and being different</li> </ul>	<b>RE - Easter- Sacrifice</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>• Special days leading up to Easter</li> <li>• Sacrifice</li> <li>• Resurrection</li> <li>• Celebration</li> </ul>	<b>RE - Shema (God's Oneness)</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>• Gods</li> <li>• How prayer is used</li> <li>• The oneness of God</li> </ul>	<b>RE - Trinity</b> Knowledge / key concepts: <ul style="list-style-type: none"> <li>• What is the belief of trinity?</li> <li>• Discuss and apply understanding of trinity</li> <li>• Importance of religion</li> </ul> Islam- Ramadan and Eid-ul-Fitr- Ritual
<b>French - Introducing myself</b> Knowledge / key concepts	<b>French - Describing myself and the staff in our school.</b>	<b>French - Telling the time (Analogue)</b>	<b>French - Shopping for clothing</b>	<b>French - School life in France</b>	<b>French - Hobbies</b>	

<p>Name Age Where I live Family members Pets</p> <p>Numbers and dates</p> <p>Personal pronouns</p>	<p>Knowledge / key concepts</p> <p>Appearance, height Prepositions Describe where things are with respect to each other. Christmas Describing your Christmas tree – how many and what colour are the baubles/tinsel? etc</p>	<p>Knowledge / key concepts</p> <p>Basic times (o'clock, half past, quarter past and quarter to)</p> <p>- <i>Describing daily routine</i></p> <p>Knowledge / key concepts</p> <p>How to describe a typical school day and weekend day (include timings).</p>	<p><i>Knowledge / key concepts</i></p> <p>Clothing vocab and revision of: numbers and personal pronouns</p>	<p><i>Knowledge / key concepts</i></p> <p>Equipment and lessons. (include revision of appropriate modes of transport and clock times).</p>	<p><i>Knowledge / key concepts</i></p> <p>Likes, dislikes and frequency of participation.</p> <p>- Weather</p> <p>Knowledge / key concepts</p> <p>Describe the weather in different places on a map. Include N,S, E and W.</p>
<p>P.E. - <i>Running and Football</i></p> <ul style="list-style-type: none"> <li>Agility, Balance and Coordination</li> <li>Pacing</li> <li>Running Games</li> <li>Social running and self improvements</li> </ul> <ul style="list-style-type: none"> <li>Dribbling</li> <li>Control</li> <li>Passing</li> <li>Shooting</li> <li>Small sided games</li> </ul>		<p>P.E. - <i>Gym</i></p> <ul style="list-style-type: none"> <li>Partner balances</li> <li>Symmetric and asymmetric</li> <li>Counter tension</li> <li>Counter balance</li> <li>Small group routine</li> </ul>	<p>P.E. - <i>Basketball and Netball</i></p> <ul style="list-style-type: none"> <li>Passing</li> <li>Ball skills</li> <li>Shooting</li> <li>Small sided games</li> <li>Rules and tactics</li> </ul>	<p>P.E.- <i>Athletics</i></p> <ul style="list-style-type: none"> <li>Throwing</li> <li>Jumping</li> <li>Running</li> <li>Setting personal goals</li> </ul>	<p>P.E.- <i>Cricket and Rounders</i></p> <ul style="list-style-type: none"> <li>Batting</li> <li>Fielding</li> <li>Bowling</li> <li>Small sided games</li> <li>Rules and tactics</li> </ul>
<p>Music - Planet Suite - Gustav Holst</p> <ul style="list-style-type: none"> <li>Responding to the music in written form and art.</li> <li>Composition of music using the music as a stimulus.</li> <li>Improvisation</li> <li>History of music</li> </ul>		<p>Music - Exploring rounds and song writers</p> <ul style="list-style-type: none"> <li>Learning what a round is</li> <li>Singing simple songs in rounds</li> <li>Creating their own performance</li> <li>Improvisation</li> </ul>		<p>Music - We are performers and end of year performance</p> <ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>	
<p>PSHE / Citizenship</p> <ul style="list-style-type: none"> <li>Class charter/ school values</li> <li>Bikeability (year 6- Road safety-cycle safety)</li> <li>Anti- bullying week- peer- mentor assembly</li> <li>Be bright Be seen week- Road safety</li> </ul> <ul style="list-style-type: none"> <li>Preventing spread of infection; risks and effects of legal and illegal substances; choices about habits.</li> <li>How to further describe range/ intensity of feeling, managing conflicting emotions; change, transition and process of grieving.</li> <li>Rights to protect their body and speaking out; who is responsible for their health and safety; where to get help and advice.</li> </ul>		<p>PSHE / Citizenship</p> <ul style="list-style-type: none"> <li>Fairtrade fortnight</li> <li>Showing empathy and recognizing more complex feelings in others.</li> <li>Managing actions, consequences and risk. Judging physical contact and how to respond; ensuring collaboration is positive and inclusive; resolving disputes and conflict; personal boundaries and right to privacy.</li> <li>Discrimination, teasing, bullying and aggressive behaviour and its effect on others.</li> </ul>		<p>PSHE / Citizenship</p> <ul style="list-style-type: none"> <li>Global awareness week</li> <li>Trailblazers</li> <li>Resolving differences; making own decisions.</li> <li>Community; voluntary, community and pressure groups.</li> <li>Appreciating a range of identities in the UK. Lives, values and customs of people living in other places.</li> <li>Critically consider media and what they forward to others.</li> <li>Allocation of resources and effect on individuals, communities and environment.</li> <li>Enterprise and the impact of work and society.</li> <li>Human reproduction in context of human life cycle; how a baby is made and grows; roles and responsibilities of parents and carers- (Year 6)</li> </ul>	