


	AUTUMN		SPRING		SUMMER	
 CLASS 5 5/6	<p><u>Geography</u> Topic Title: Australia and Russia natural resources - equalities?</p> <p>Big Enquiry Question for the term: Is every country equal?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Oceania concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night) Human geography, including the distribution of natural resources including energy, food, minerals and water Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass to build their knowledge of the wider world Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies.</p>	<p><u>History</u> Topic Title: The changing power of monarchs</p> <p>Big Enquiry Question for the term: Why does parliament run the country rather than the Queen?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Construct simple reasoned arguments about aspects of events, periods and civilizations studied. Explain with examples why a source might be unreliable. Knows who the four monarchs were and when they reigned. Has an overview of the events in each monarch's reign and understands how they affected the relative power of the monarch or parliament. 	<p><u>History</u> Topic Title: Mayans</p> <p>Big Enquiry Question for the term: What makes a legacy last?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Maya civilisation Maya gods Maya number system Connections, contrasts and trends over time. Locate ancient Maya cities Frederick Catherwood- drawings Chichen Itza- create a leaflet for tourists 	<p><u>Geography</u> Topic Title: Copacabana – South American study</p> <p>Big Enquiry Question for the term: Is Copacabana a world away from our local area?</p> <p>Knowledge/ Key Concepts:</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of Equator, Southern Hemisphere, Southern Hemisphere, Tropic of Cancer and Capricorn, Antarctic Circle, latitude and longitude, Greenwich/Prime Meridian and time zones (including day and night) Understand geographical similarities and differences through the study of human and physical geography of a region within South America Physical geography, including climate zones Physical geography, including biomes and vegetation belts Human geography, including types of settlement and land use Human geography, including economic activity Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass to build their knowledge of the wider world Use symbols and key to build their knowledge of the wider world Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs & digital technologies 	<p><u>History</u> Topic Title: Egyptians in depth and overview of early civilisations.</p> <p>Big Enquiry Question for the term: How can we be sure of what really happened in our past?</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To match sources to a storyline To match captions to sources To sort sources into categories, either of their own choosing or as directed To identify that the sources depict different levels of Egyptian society (some show workers; others depict people of standing e.g. royal officials) To appreciate that much of the evidence for the story comes from archaeological fragments To grasp that ancient images are often difficult to interpret, but with close observation and a sense of period we can make sensible deductions To appreciate that experts, such as those at the British Museum, have interpreted objects and tomb paintings. <p>Trip- Ufton Court- Egyptian Day</p>	<p><u>Geography</u> Topic Title: River Tees, rivers and the water cycle</p> <p>Big Enquiry Question for the term: What if all the rivers on Earth stopped flowing?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, latitude, longitude, Tropic of Cancer and Capricorn Physical geography, including rivers Physical geography, including the water cycle Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass to build their knowledge of the United Kingdom

<p><u>Science</u> Topic Title: Making new substances</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • All matter (including gases) has mass. • Heating can sometimes cause materials to change permanently. When this happens, a new substance is made. These changes are not reversible. • Sometimes mixed substances react to make a new substance. These changes are usually irreversible. 	<p><u>Science</u> Topic Title: Controlling electrical currents</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Batteries are a store of energy. This energy pushes electricity round the circuit. When the battery's energy is gone it stops pushing. Voltage measure the 'push'. • Current is how much electricity is flowing round a circuit. • The greater the current flowing through a device the harder it works. • When current flows through wires heat is released. The greater the current the more heat is released. 	<p><u>Science</u> Topic Title: Animals: Respiration</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Oxygen is breathed into the lungs where it is absorbed by the blood. • The hearts pumps blood around the body. • Muscles need oxygen to release the energy from food to do work: Oxygen is taken unto 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. 	<p><u>Science</u> Topic Title: Light and how we see and Sound</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • Light reflects of all objects (unless they are black). Non- shiny surfaces scatter the light so we don't see a single beam. • Animals see lights sources when light travels from the source into their eyes. • Animals see objects when light is reflected off that object and enters their eyes. • Sound travel can be blocked. • Sound spreads out as it travels. • Changing the shape, size and materials of an object will change the sound it produces. • Sound is produced when an object vibrates. • Changing the way an object vibrates changes its sound. • Sound moves through all materials by making them vibrate. • Bigger vibrations produce louder sounds and smaller vibrations produce quieter sounds. • Faster vibrations (higher frequencies) produce higher pitched sounds. 	<p><u>Science</u> Topic Title: Forces that oppose motion</p> <ul style="list-style-type: none"> • Air resistance and water are forces against motion caused by objects having to move air and water out of the way. • Friction is a force against motion caused by two surfaces rubbing against each other. • Some objects require large forces to make them move; gears, pulley and levers can reduce the force needed to make things move. 	
<p><u>Art</u></p> <p>Outcome: Wrapping Paper/ bag using printing</p> <p>Topic Title: Victorian Artists</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Uses a range of materials to produce line, tone and shade • Uses techniques, colours, tools and effects to represent things seen, remembered or imagined • Recreates images in 2D and 3D, looking at one area of experience. <p><u>Artists</u></p> <p>Thomas Bewick William Morris</p> <p><u>Main art skills:</u></p> <p>Drawing Printing Digital Art</p>	<p><u>DT</u></p> <p>Outcome: Electrical Game about the monarchy</p> <p>Topic Title: Electricity games</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Using electrical systems in products, including switches, bulbs, buzzers and motors • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • understand how key events and individuals in design and technology have helped shape the world 	<p><u>Art</u></p> <p>Outcome: Optical Illusion 3D Shape</p> <p>Topic Title: Photography</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Superimposes using a combination of techniques and photographs • Is aware of all basic principles and processes of photography, together with its limitations <p><u>Photographer:</u> Dennis Bright- During time at Stubbington.</p> <p>Followed by <u>Artist:</u> Bridget Riley</p> <p><u>Main art skills:</u></p> <ul style="list-style-type: none"> • Drawing • Painting • Links to topic- Mayan Painting, sculpture and jewellery. 	<p><u>DT</u></p> <p>Outcome: System that can transport tomatoes up a mountain in Nepal</p> <p>Topic Title: Pulleys, gears and levers</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Using mechanical systems in products, such as gears, pulleys and levers. • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p>	<p><u>DT</u></p> <p>Outcome: Egyptian bread</p> <p>Topic Title: Cooking</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Cook food; independently observe hygiene, health and safety precautions and hazards. • Plan, budget, prepare and follow a recipe and cook food to match consumer preferences. • Analyse appearance, smell, taste, texture, colour, how grown, how produced, how eaten, cost, weight, shape and preference. • Weigh and measure accurately, time, dry ingredients and liquids. • Demonstrate accurate use of equipment using safe working practices, • Identify ways to modify recipes to make healthier choices. <p>Use ICT to research.</p>	<p><u>Art</u></p> <p>Outcome: River collage</p> <p>Topic Title: Collage</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • River collage – Create a design, using knowledge of techniques, for a specific outcome • Applies knowledge of different techniques as a form of expression. <p><u>Artist:</u> Karen Lynch</p> <p><u>Main art skills:</u></p> <ul style="list-style-type: none"> • collage • digital art.
<p><u>Computing</u></p> <p><u>Sharing Information</u></p> <p>In this unit, learners will develop:</p> <ul style="list-style-type: none"> • their understanding of computer systems and how information is transferred between systems and devices. • will consider small-scale systems as well as large-scale systems. 	<p><u>Computing</u></p> <p><u>Flat-file Databases</u></p> <p>In this unit, learners will develop:</p> <ul style="list-style-type: none"> • how a flat-file database can be used to organise data in records. • how to use tools within a database to order and answer questions about data. 	<p><u>Computing</u></p> <p><u>Selection in quizzes</u></p> <p>In this unit, pupils develop:</p> <ul style="list-style-type: none"> • their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes 	<p><u>Computing</u></p> <p><u>Selection in physical computing</u></p> <p>In this unit, learners will use :</p> <ul style="list-style-type: none"> • physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. 	<p><u>Computing</u></p> <p><u>Vector Drawing</u></p> <p>In this unit learners will find out:</p> <ul style="list-style-type: none"> • that vector images are made up of shapes. • They will learn how to use the different drawing tools and how images are created in layers. • They will explore the ways in which images can be grouped 	<p><u>Computing</u></p> <p><u>Video Editing</u></p> <p>Learners will learn:</p> <ul style="list-style-type: none"> • how to create short videos • topic-based language and develop the skills of capturing, editing, and manipulating video. • have the opportunity to reflect on and assess their progress in creating a video.

<ul style="list-style-type: none"> will explain the input, output, and process aspects of a variety of different real-world systems. will also take part in a collaborative online project with other class members and develop their skills in working together online. 	<ul style="list-style-type: none"> how to create graphs and charts from their data to help solve problems. how to use a real-life database to answer a question, and present their work to others. 	<p>depending on whether a condition is true or false.</p> <ul style="list-style-type: none"> They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program. 	<ul style="list-style-type: none"> will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure). 	<p>and duplicated to support them in creating more complex pieces of work.</p> <ul style="list-style-type: none"> use the Google Drawings app other alternative pieces of software are available. 	
<p>RE Topic Title: Eid-ul-Adha Knowledge / key concepts:</p> <ul style="list-style-type: none"> Explain their own responses to sacrifice in their experience Explain how sacrifice applies to their own and others' lives Explain the meaning of sacrifice Explain how Muslims, focus on sacrifice during the festival of Eid-ul-Adha Explain the importance of sacrifice to Muslims during Eid ul Adha. 	<p>RE Topic Title: Christmas- the two birth narratives. Knowledge / key concepts: Interpretation:</p> <ul style="list-style-type: none"> Explain the meaning of the word <i>interpretation</i> Explain why there are two <i>interpretations</i> of the story of the birth of Jesus in the Bible Explain the value of the two <i>interpretations</i> for Christians and describe some issues raised Explain a personal response to the way in which different <i>interpretations</i> of situations have been evident in their own experience Explain how their ideas about <i>interpretation</i> may affect their experiences and others' experiences. <p>Year 6- Buried Church</p>	<p>RE Topic Title: Wisdom- Sacred Books Knowledge / key concepts: Are Sacred books wise?</p> <ul style="list-style-type: none"> Explain a personal response to the concept of wisdom, and give examples of who and what has the right to guide them. Explain how people have different ideas about what wisdom is. Explain ideas about what wisdom is. Explain how the Qur'an and the Bible contain wisdom. Evaluate, by explaining, the importance of this wisdom in the world today. 	<p>RE Topic Title: Stories of Justice in Christianity, Islam and Judaism Knowledge / key concepts: Justice</p> <ul style="list-style-type: none"> Explain what the concept of <i>justice</i> means. Explain how <i>justice</i> is significant in the stories of Jewish people, Christians and Muslims. Explain the value of <i>justice</i> to Jewish people, Christians and Muslims and identify and explain issues raised. Explain their own response to <i>justice</i>. Explain how <i>justice</i> can be applied in own and others' lives. 	<p>RE Topic Title: Stewardship Knowledge / key concepts: Stewardship Creation</p> <ul style="list-style-type: none"> Explain the meaning of stewardship Explain the significance of stewardship to Christians and other religions Explain the concept of stewardship by exploring the value to Christians , Hindus and muslims Express a personal response to stewardship in their own experience Explain examples of how their responses and ideas about stewardship affect the way they and others behave. 	<p>RE Topic Title: Community Knowledge / key concepts: <i>The meaning of umma in Islam</i></p> <ul style="list-style-type: none"> Explain the meaning of peace Explain the significance of peace through submission to muslims Explain the concept of peace by exploring the value to muslims and identifying and explaining situations or issues that may arise in relation to peace Express a personal response to peace in their own experience Explain examples of how their responses and ideas about peace affect the way they and others behave.
<p>FRENCH Chez moi</p> <p>Pupils revisit the map of France and the Francophone world, focusing in on places that they know and recognise. Following on from a revision of the types of questions to gather personal information about a person. Pupils then move on to talking about where they live, whether their house is big or small and who they live with through a range of fairy-tale characters.</p>	<p>FRENCH 'Les citrons ne sont pas rouges'</p> <p>Through the picture book, <i>Les citrons ne sont pas rouges</i>, children explore agreement of nouns and adjectives in the masculine, feminine and, for the first time, the plural. Children explore the way that agreements sound verbally and how they look when they are written down. They use bilingual dictionaries to find their own nouns to create a book, based on the original, which describes the colours of various objects, food items and animals.</p>	<p>FRENCH En ville.</p> <p>Using text and images, the children work out the names for various buildings and features around the town, concentrating on whether they are masculine or feminine. They build on their knowledge of prepositions of place to describe where certain buildings are located within the town and use this vocabulary to ask for and give simple directions to a partner or to the class. Children create a short description of their town, to tell a read what can and cannot be found there.</p>	<p>FRENCH On voyage au Rwanda !</p> <p>(Link to animals in science)</p> <p>Children start off my discovering information about the city of Kigali, Rwanda's capital city, including the types of buildings found there. They then move on to more rural areas of the country and they types of animals found there, a huge draw for tourists visiting the country. They spend time describing the animals and their habitats as well as they type of food that they eat.</p>	<p>FRENCH Va t'en grand monstret vert</p> <p>Through another French text – <i>Va t'en grand monstret vert</i> – children revisit the concept of noun/adjective order and agreement in the masculine, feminine and plural, which they have already explored in the Autumn Term. They also consider the importance of adjective / noun order and how it differs from English. Adjectives of size are introduced for the first time and pupils explore their relative position within sentences. Children create their own monsters and describe them using the focus sentence structures.</p>	<p>FRENCH On fais des courses</p> <p>Children learn about shopping in France, from supermarkets to more traditional markets, and the importance of quality ingredients. They practise how to ask for particular food items and find out the cost as well as how to pay. They use all these practical skills on a 'virtual French trip' where they travel by plane and work as a team to buy particular items from market stalls in the school playground. The school year ends with a celebration of <i>le 14 juillet</i>.</p>

<p><u>P.E</u></p> <ul style="list-style-type: none"> • Key skills: use running, jumping, throwing and catching in isolation and in combination • Gym • Netball 	<p><u>P.E</u></p> <ul style="list-style-type: none"> • Key skills: use running, jumping, throwing and catching in isolation and in combination • Hockey • Dance 	<p><u>P.E</u></p> <ul style="list-style-type: none"> • Key skills: develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Basketball 	<p><u>P.E</u></p> <ul style="list-style-type: none"> • Key skills: develop flexibility, strength, technique, control and balance • Gym • Rugby 	<p><u>P.E</u></p> <ul style="list-style-type: none"> • Key skills: play competitive games, modified where appropriate • Athletics • Cricket 	<p><u>P.E</u></p> <ul style="list-style-type: none"> • Key skills: compare their performances with previous ones and demonstrate improvement to achieve their personal best • Athletics • Rounders
<p><u>PSHE/RSE</u></p> <p style="text-align: center;"><u>Relationships</u></p> <p>How do relationships change as we get older? CWP Year 6 lesson NOIOS: Love you Forever CWP Year 6 Lesson 2 Challenging stereotypes and discrimination. NOIOS: And Tango makes Three NOIOS: My Princess Boy</p> <ul style="list-style-type: none"> • Personal safety; confidentiality and when it might be necessary to break; managing dares; that mental health issues can be supported and treated; how to reframe unhelpful thinking • Different types of relationships; skills to maintain positive relationship; unhealthy relationships (including forced marriage); committed, loving relationships; marriage. • Respecting others viewpoint; challenging stereotypes; correct use of terms to describe sex, gender identify and sexual orientation. 		<p><u>PSHE/RSE</u></p> <p style="text-align: center;"><u>Health and Well- being</u></p> <p>Recap puberty. How do humans reproduce? (consider splitting year groups) CWP Year 5 lesson 3 CWP Year 6 lesson 1 CWP Year 6 lesson 3</p> <p><u>PSHE/RSE</u></p> <p>How can we keep healthy – a balanced lifestyle and how this affects us. How can we help in an accident emergency? NOIOS: How to Heal a Broken Wing</p> <ul style="list-style-type: none"> • Influences on food and diet; balanced lifestyle and how this effects emotional and mental wellbeing; how images in the media can distort reality and associated feelings • Changes at puberty recapped from Y4/5. • Year 6 human reproduction in context of human lifecycle; how a baby is made and grows; that pregnancy can be prevented; roles and responsibilities of parents and carers. • Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; How can we help in an accident emergency? 		<p><u>PSHE/RSE</u></p> <p style="text-align: center;"><u>Living in the Wider World</u></p> <p>How can we be active citizens? Human rights NOIS: Dreams of Freedom NOIOS: The Artist who painted a Blue Horse RADE <u>PSHE/RSE</u></p> <p>Personal finance: looking after money PSHE ASSOC.</p> <p>Research, discuss and debate health and wellbeing issues. Active citizenship in making and changing rules. Human rights; practise against human rights. Antisocial behaviour; how to handle and challenge.</p> <p>Balance of rights; responsibilities and duties.</p> <p>Personal finance affecting life style choices; looking after money.</p>	
<p><u>Music : Clarinet</u></p> <p>Instrumental Music lessons are taught by a specialist music teacher HMS</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> • Play and read the notes G, F, E D and C and be able to play them with a controlled tone • Perform simple tunes using notes leaned, some in 2 part harmony • Play in time in a number of metres • Identify other woodwind instruments • Develop their skills and confidence as individuals • Work as valued team members forming and maintaining good relationships • Share high aspirations and goals • Reflect on their own work and the work of others • Recall and apply their knowledge creatively and in new situations • Develop listening and communication skills • Be able to offer and respond to constructive feedback • Celebrate their achievement 		<p><u>Music- Samba</u></p> <p>Instrumental Music lessons are taught by a specialist music teacher HMS</p> <ul style="list-style-type: none"> • Know instrument names and demonstrate correct playing techniques • Respond to aural and visual signals within a performance • Identify and understand changes of tempo and dynamic • Sing and play matching pitch accurately • Develop their skills and confidence as individuals • Work as valued team members forming and maintaining good relationships • Share high aspirations and goals • Reflect on their own work and the work of others • Recall and apply their knowledge creatively and in new situations • Develop listening and communication skills • Be able to offer and respond to constructive feedback • Celebrate their achievement 		<p><u>Music- TBC by Hampshire Music Service</u></p> <p>Instrumental Music lessons are taught by a specialist music teacher HMS</p> <p><u>Year 5:</u></p> <p><u>Year 6:</u></p>	