

Years 5 and 6 - Year A

	PAST Ancient Egyptians Benin 900 – 1300 AD	PRESENT Australia Food Around the World	PASSION Pollution Showtime
Subject	Autumn	Spring	Summer
Science	<p>Forces</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Animals, including humans</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics. taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 	<p>Earth and Space</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky—discuss how the tilt of the earth on its axis creates and affects seasons. <p>Light</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

History	<p>Ancient Egyptians 3000BC – 300BC (the achievements of the earliest civilizations – in depth study) Use of sources Distinguishing between fact and opinions and given reasons. Historical Enquiry Children pose own questions to gain an understanding of the topic. Analyse and evaluate the impact of significant people/events in history Question why something happened and how it impacted people. Vocabulary Language specific to topic (e.g. mummified)</p> <p>Non-European contrast: Benin 900-1300AD Chronological events Order events over a larger timescale. Use of sources Distinguishing between fact and opinions and given reasons. Historical Enquiry Children pose own questions to gain an understanding of the topic. Analyse and evaluate the impact of significant people/events in history Question why something happened and how it impacted people. Vocabulary Language specific to topic (e.g. mummified)</p>		
Geography		<p>The World, England and Australia Locational knowledge Locate on a map- continents, countries and cities around the world. The environmental regions, physical and human characteristics.</p>	<p>Human geography ☑ Know about the water cycle and natural resources (where they come from)</p>

		<p>Place knowledge Study geographical similarities and differences between countries around the world.</p> <p>Physical Geography Know about biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and water cycle.</p>	
Art	<p>Clay models (pot, tile, scarab beetle)</p> <p>Materials:</p> <ul style="list-style-type: none"> Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire.) Natural materials to create sculptures. <p>Techniques</p> <ul style="list-style-type: none"> Develop sculpture techniques by manipulating natural materials to create a structure. 	<p>Techniques</p> <ul style="list-style-type: none"> Begin to experiment with the techniques of different artists. Apply paint to show textures. 'Limited palette' work. Working with one colour and developing work using tints and shades. <p>Artists</p> <ul style="list-style-type: none"> Use the work of a famous artist as a stimulus for their own work. Research and develop the techniques of other artists to use in own work. 	<p>Expression and Imagination</p> <ul style="list-style-type: none"> Use Art to express an emotion. Why have they chosen the materials and techniques Use Art to express an abstract concept e.g war, love, creation. <p>Techniques</p> <ul style="list-style-type: none"> Use drawing techniques to introduce perspective. (Drawing from above and below, near/far.)
DT	<p>Shaduf – Science link – levers</p> <p>Design</p> <ul style="list-style-type: none"> Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations. <p>Make</p> <ul style="list-style-type: none"> Select and use tools and equipment for a range of uses. Join and combine a range of materials and ingredients using appropriate methods. <p>Evaluate</p> <ul style="list-style-type: none"> Evaluate products and use of information sources. <p>Technical knowledge</p> <ul style="list-style-type: none"> Build frameworks using a range of materials e.g. wood to support mechanisms. 	<p>CAM mechanism – link to Australia animals</p> <p>Design</p> <ul style="list-style-type: none"> Develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations. <p>Make</p> <ul style="list-style-type: none"> Select and use tools and equipment for a range of uses. Join and combine a range of materials and ingredients using appropriate methods. Select from and use specialist tools and techniques for a range of uses. <p>Evaluate</p> <ul style="list-style-type: none"> Show a clear understanding of the specification and use this to inform decisions. Justify decisions about materials and methods of construction. <p>Technical knowledge</p> <ul style="list-style-type: none"> Use a CAM to make an up and down mechanism Control a model using an ICT control programme. 	

Computing	Programming <ul style="list-style-type: none"> I can appreciate how search results are selected and ranked Using Skills <ul style="list-style-type: none"> I can combine a variety of software to accomplish given goals 	Programming <ul style="list-style-type: none"> I can create variables that calculate new values I can appreciate how search results are selected and ranked Using Skills <ul style="list-style-type: none"> I can combine a variety of software to accomplish given goals 	E-Safety <ul style="list-style-type: none"> I can respond to e-safety scenarios with sensible advice I can explain the concept of a 'digital footprint' and the problems it can create
Music	Listening and Appraising <ul style="list-style-type: none"> Listen and appraise using appropriate musical vocabulary. Identify characteristics of a piece and repeat using voice or instrument. Identify features that typify the work of great composers through time. Analyse and compare musical features. 	Composing <ul style="list-style-type: none"> Begin to use simple formal notation including beats in a bar. Compose using an understanding of music from a range of cultures, times and styles. Plan for expression in compositions 	Singing and Performing <ul style="list-style-type: none"> Perform in a group and alone using voices and instruments creatively incorporating expression and control. Sing in two parts including two part harmonies.
RE	The Bible <ul style="list-style-type: none"> <u>New Testament</u> Mathew 3: John the Baptist Love Luke 4: Temptation in the wilderness Self-control <u>Old Testament</u> Judges: The Story of Samson - Faith The Battle of Jericho - Trust Jonah 1-4: Jonah and the Whale - Forgiveness 	Churches Special Places – Truro Cathedral (Church, worship, symbols, prayer, celebrations, people in church) Other Religions - Sikhism Beliefs and Values The 10 Gurus - Stories about the Gurus Community - Gudwara, symbols Practices (Holy days, ceremonies, the five K's)	The Bible <u>Old Testament</u> Exodus 1-20: Moses birth, growing up, being chosen - Trust 10 commandments – Faith Cornish Saints Cornish celebrations - St. Ursula
PSHCE	Health and Wellbeing Exploring Emotions, Changes, Wider World Rules and Laws, Consequences of Negative Behaviours,	Health and Wellbeing Peer Pressure, Habits Relationships Consequences, Secrets, Consequences of Cyber Bullying, Challenging Inequality	Health and Wellbeing Exploring Substances, Puberty, Reproduction Wider World Money in Society, Economic Choices, Exploring Media representation
PE	Games – Invasion – Netball/Basketball Explain and evaluate the different techniques used for passing, controlling, dribbling and shooting the ball in games. Use marking, tackling and / or interception to improve defence.	Games – Striking and Fielding – Cricket <ul style="list-style-type: none"> Evaluate and suggest improvements for the batting, bowling and fielding skills of self and others. Suggest a range of complex skills and techniques that could be applied to improve a range of field games. Take a leading role in teams and have a significant impact on the games played. Identify how team and individual tactics have been 	Swimming <ul style="list-style-type: none"> Pace themselves in floating and swimming challenges related to speed, distance and personal survival. Swim unaided for a sustained period of time over a distance of at least 25M. (National Curriculum Assessment target) Use recognised arm and leg actions, lying on their front and back.

	<p>Apply principles of team play to keep possession of the ball and score effectively. Know what position they are playing and how to contribute when attacking and defending. Apply rules consistently and fairly.</p> <p>Gymnastics</p> <p>Combine and perform increasingly complex gymnastic actions, shapes and balances. Develop an increasing range of solutions to tasks or stimulus. Create sequences with others. Recognise the key criteria needed to improve their own and others performance. Prepare complex and varied sequences to perform with a partner or as part of a group. Make longer, more complex sequences including changes of direction, level and speed.</p>	<p>varied and the impact this will have / has had on the game.</p> <ul style="list-style-type: none"> · Identify their own and others strengths and weaknesses and devise practices that lead to improvement. Evaluate. · Explain, in detail, their plans for, and approaches to, game play. <p>Games – Net and Ball – Tennis</p> <ul style="list-style-type: none"> · Make up and share increasingly complex net games. · Understand the need for different tactics; give reasons for decisions and for tactics used. · Analyse and make judgements about own and others ability to adhere to rules (umpire). · Use a wide range of shots with consistency and accuracy. · Play a full game of short tennis using the full range of racquet skills. 	<ul style="list-style-type: none"> · Use a range of recognised stroke and personal survival skills (for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving). <p>Athletics – Track and Field</p> <p>Select the most appropriate pace for a running event, to sustain their running and improve upon personal targets. Demonstrate control and accuracy over running and / or jumping activities. Show control at take off in jumping activities. Participate in a range of athletic events, e.g. long jump, 100metres sprint etc. Show accuracy and good technique when throwing for distance.</p>
MFL	<p>Listening and Responding</p> <p>I can understand and respond to spoken language.</p> <p>Speaking</p> <p>I can speak in complete sentences using basic language structures.</p> <p>Writing</p> <p>I can write phrases from memory and adapt them to create new sentences.</p>	<p>Listening and Responding</p> <p>I can identify and spell a range of words accurately.</p> <p>Speaking</p> <p>I can read aloud using accurate pronunciation and intonation.</p> <p>I can describe events and actions using complete sentences.</p> <p>Writing</p> <p>I can write and spell verbs and adverbs.</p> <p>I can use a dictionary to find simple verbs and adverbs.</p>	<p>Listening and Responding</p> <p>I can talk with others and can listen to and respond to the view of others.</p> <p>Speaking</p> <p>I can use the patterns and features of the language to build sentences.</p> <p>Writing</p> <p>I can describe events and actions using complete sentences.</p>

	PAST Roman Empire Punishment 450 AD to present day	PRESENT Arctic and Antarctic Sowing and Growing - Food	PASSION Renewable Energy Showtime
Subject	Autumn	Spring	Summer
Science	<p>Working Scientifically (Year 5 and 6)</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary using test results to make predictions to set up further comparative and fair tests identifying scientific evidence that has been used to support or refute ideas or arguments <p>Electricity</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. 	<p>Properties and changes of materials</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

History	<p>Roman Empire 43 AD – 450 AD</p> <p>Julius Caesar’s attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian’s Wall, British resistance, for example, Boudica</p> <p>Chronological events</p> <p>Order events over a larger timescale.</p> <p>Use of sources</p> <p>Distinguishing between fact and opinions and given reasons.</p> <p>Historical Enquiry</p> <p>Children pose own questions to gain an understanding of the topic.</p> <p>Analyse and evaluate the impact of significant people/events in history</p> <p>Question why something happened and how it impacted people.</p> <p>Chronological Study 450AD to Present (a study of crime / punishment, leisure and entertainment)</p> <p>Chronological events</p> <p>Order events over a larger timescale.</p> <p>Use of sources</p> <p>Distinguishing between fact and opinions and given reasons.</p> <p>Historical Enquiry</p> <p>Children pose own questions to gain an understanding of the topic.</p> <p>Analyse and evaluate the impact of significant people/events in history</p> <p>Question why something happened and how it impacted people.</p>		
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Geography		<p>England and the Arctic and Antarctic</p> <p>Locational knowledge Locate on a map- continents, countries and cities around the world. The environmental regions, physical and human characteristics.</p> <p>Place knowledge Study geographical similarities and differences between countries around the world.</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use eight points of a compass • Use four and six grid references with maps • Use symbols and keys with maps 	<p>Human geography</p> <p>Types of settlement and land use, economic activity including trade links and distribution of natural resources including energy, food, minerals and water.</p>
Art	<p>Artists – link to Romans</p> <p>Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.</p>	<p>Natural Materials – make animals living in Arctic/Antarctic (Science link)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Explore materials to create sculptures (natural materials, household objects, chicken wire.) • Natural materials to create sculptures. <p>Techniques</p> <ul style="list-style-type: none"> • Develop sculpture techniques by manipulating natural materials to create a structure. 	<p>Expression and Imagination</p> <ul style="list-style-type: none"> • Use Art to express an emotion. Why have they chosen the materials and techniques • Use Art to express an abstract concept e.g war, love, creation. <p>Materials:</p> <ul style="list-style-type: none"> • Different textures (laminating, modroc, collage.)
DT	<p>Art link – Architect – model</p> <p>Design</p> <p>Use research and develop design criteria to design innovative, functional and appealing products that are fit for purpose and aimed at particular groups or individuals.</p> <p>Make</p> <ul style="list-style-type: none"> • Select and use tools and equipment for a range of uses. • Join and combine a range of materials and ingredients using appropriate methods. • Select from and use a wider range of materials, components and ingredients taking into account their aesthetic properties. 	<p>Art link – Animal – model</p> <p>Make</p> <ul style="list-style-type: none"> • Select and use tools and equipment for a range of uses. • Join and combine a range of materials and ingredients using appropriate methods. <p>Technical knowledge</p> <ul style="list-style-type: none"> • Build frameworks using a range of materials e.g. wood, corrugated card, plastic to support mechanisms. • Use linkages to make movement larger or more varied. 	

	Science link Technical knowledge Incorporate motor and a switch into a model.		
Computing	Programming <ul style="list-style-type: none"> I can debug and improve programs that accomplish specific goals I can use repetition and selection in programs Using Skills <ul style="list-style-type: none"> I can combine a variety of software to accomplish given goals 	Programming <ul style="list-style-type: none"> I can create variables that calculate new values I can appreciate how search results are selected and ranked Using Skills <ul style="list-style-type: none"> I can combine a variety of software to accomplish given goals 	E-Safety <ul style="list-style-type: none"> I can respond to e-safety scenarios with sensible advice I can explain the concept of a 'digital footprint' and the problems it can create Using Skills <ul style="list-style-type: none"> I can edit and improve a piece of digital music or sound
Music	Singing and Performing <ul style="list-style-type: none"> Perform in a group and alone using voices and instruments creatively incorporating expression and control. Sing in two parts including two part harmonies. 	Listening and Appraising <ul style="list-style-type: none"> Listen and appraise using appropriate musical vocabulary. Identify characteristics of a piece and repeat using voice or instrument. Identify features that typify the work of great composers through time. Analyse and compare musical features. 	Composing <ul style="list-style-type: none"> Begin to use simple formal notation including beats in a bar. Compose using an understanding of music from a range of cultures, times and styles. Plan for expression in compositions
RE	The Bible Advent and Christmas His birth and its meaning <u>New Testament</u> Luke 1-2: Angel messenger, Little town of Bethlehem, The shepherds Mathew 2: The three wise men - Joy	The Bible Lent, Holy Week and Easter Holy week, resurrection, ascension and Pentecost <u>New Testament</u> Mathew 21: Entering Jerusalem Mathew 26: Thirty pieces of silver, The last meal, A garden called Gethsemane, I do not know him Mathew 27: Jesus on the cross, The tomb Mathew 28: Risen from the dead	Other Religions - Hinduism Concepts, Truths and Values (Rama and Sita, Krishna, Shiva and Ganesh) Family traditions Worship Festivals: Divali, Holi, Vijay Dashami Puja in the home Scriptures
PSHCE	Health and Wellbeing Making Informed Choices, Understanding Emotions Relationships Resolving Disputes, Listening and Responding Respectfully, Consequences of Bullying Living in Wider World Goals and Aspirations	Health and Wellbeing Developing Personality, Habits, Body Changes, Reproduction Relationships Healthy Relationships, Living in Wider World Topical Issues, Money, Understanding Enterprise	Health and Wellbeing Responsibility, Being Healthy and Safe Relationships Recognise and Manage 'Dares' Living in Wider World Recognising groups who can help,

PE	<p>Dance Refine and repeat a wide range of dances with style and artistic intention. Demonstrate a clear sense of own dance style. Use a range of technical and physical principles to create dances. Show an understanding of musical structure, rhythm, mood and phrasing</p> <p>Games – Invasion – Ultimate Frisbee. Use a wide range of good quality skills effectively. Make and apply a range of decisions quickly and appropriately in games. Choose skills and tactics that meet the needs of the situation. Play in a number of attacking and defending positions effectively. Take responsibility for judgements and decision making in game play (umpire).</p>	<p>Games – Striking and Fielding – Rounders Bat, bowl and field with control. Demonstrate a range of effective techniques. Choose and apply a range of increasingly complex skills and techniques that are suited to a range of games. Use a range of tactics for attacking and defending as batters, bowlers and fielders. Plan and adapt team and individual tactics, vary them as the need arises. Identify their own and others' strengths and weaknesses and devise practices that lead to improvement. Use a sound understanding of the principles of play when planning their approaches to games.</p> <p>Orienteering Work confidently in familiar and changing environments, adapting quickly to new situations. Using a range of different maps and tracking devices identify and respond to events as they happen. Devise, select and put into practice a range of solutions to problems and challenges. Understand clearly the nature of a challenge or problem and what they want to achieve.</p>	<p>Swimming · Pace themselves in floating and swimming challenges related to speed, distance and personal survival. · Swim unaided for a sustained period of time over a distance of at least 25M. (National Curriculum Assessment target) · Use recognised arm and leg actions, lying on their front and back. · Use a range of recognised stroke and personal survival skills (for example, front crawl, back crawl, breaststroke, sculling, floating and surface diving).</p> <p>Athletics – Track and Field Select the most appropriate pace for a running event, to sustain their running and improve upon personal targets. Demonstrate control and accuracy over running and / or jumping activities. Show control at take off in jumping activities. Participate in a range of athletic events, e.g. long jump, 100metres sprint etc. Show accuracy and good technique when throwing for distance.</p>
MFL	<p>Listening and Responding I can understand and respond to spoken language.</p> <p>Speaking I can speak in complete sentences using basic language structures.</p> <p>Writing I can write phrases from memory and adapt them to create new sentences.</p>	<p>Listening and Responding I can identify and spell a range of words accurately.</p> <p>Speaking I can read aloud using accurate pronunciation and intonation. I can describe events and actions using complete sentences.</p> <p>Writing I can write and spell verbs and adverbs. I can use a dictionary to find simple verbs and adverbs.</p>	<p>Listening and Responding I can talk with others and can listen to and respond to the view of others.</p> <p>Speaking I can use the patterns and features of the language to build sentences.</p> <p>Writing I can describe events and actions using complete sentences.</p>