

Year 5	Autumn			Spring		Summer	
<b>IPC Topic</b>	<b>Brainwaves</b>	<b>Making new materials/Time Tunnel(WW2)</b>	<b>Making new materials/Time Tunnel (WW2)</b>	<b>Go with the flow</b>	<b>Go with the flow</b>	<b>The Great the Bold and the Brave</b>	<b>Fit for life</b>
<b>Maths</b>	Number – Place Value Number – Addition and Subtraction Number – Multiplication and Division Statistics			Number - Fractions Number - Decimals Number - Percentages		Geometry- Angles Geometry- Shapes Geometry- Position and Direction Measurement- Converting Units Number- Prime Numbers Perimeter and Area Measures and Volume	
<b>English T4W texts</b>	<i>Text type: Where in the world – class story</i>	<i>Text type: The Tunnel</i>	<i>Text type: Friend or Foe?</i>	<i>Text type: Zelda Claw and the Rain Cat</i>	<i>Text type: The Canal</i>	<i>Text type: Alien Landing/The Sighting</i>	<i>Text type: Kassim and the Greedy Pirates Treasure</i>
<b>English T4W Non-fiction</b>	<i>Labels/captions</i>	<i>Instructions: Innovate: How to be prepared for an air raid.</i>	<i>Explanations: Innovate: How did World War 2 begin.</i>	<i>Persuasion text: Innovate: Advert: Move to the city of Atlantis.</i>	<i>Information text: Innovate: Glossary of river terms.</i>	<i>Recounts: Innovate: A day in life of a Victorian pauper/aristocrat</i>	<i>Discussion text: Innovate: Home School or School?</i>
<b>Science</b>	Skills	Materials	Forces 1	Habitats	Animals including Humans	Space	Forces 2
<b>MFL</b>	<i>Who am I ?</i> Using information from penfriends to revise key structures. Asking and answering questions. Using je/tu with avoir and être.	<i>Guess who.</i> Describing self and others using tu/il/elle. Applying adjectival agreement. Asking questions. Developing dictionary skills. Dealing with new language.	<i>Exchanging information.</i> Developing reading and writing skills. Creating a detailed paragraph about self for penfriend. Using context and dictionaries to work out the meaning of new language.	<i>Eating out.</i> Developing speaking skills. Asking and answering questions in context. Creating and performing role-play. Using authentic materials: how eating at the French school canteen differs to our school meals.	<i>Opinions and reasons.</i> Extending information. Using high frequency opinion verbs with manger and boire to express opinion. Using adjectives to give reasons. Strategies for dealing with new language in a familiar context ( authentic text).	<i>Hobbies</i> Using regular –er verbs and faire with je/tu pronouns. Working around “ false friends”. Using car/parce que to give reasons. “Group talk” to develop confidence in speaking.	<i>Through the keyhole.</i> Using a regular –er verb ( habiter). Using il y a and prepositions to describe home. Applying adjectival agreement. Creating a triarama mini book to extend written descriptions.
<b>Computing</b>	<i>Online safety</i>	<i>Online Safety</i>	<i>Websites</i>	<i>Audacity</i>	<i>Research</i>	<i>Data</i>	<i>Scratch/Kodu</i>
<b>Design &amp; Technology</b>	Relating to the brain	Materials experimenting and testing	Designing, creating and evaluating Anderson Shelters.	Build a bridge to span a gap and support a weight	3D animal masks – IPC link	Cams Toys. Movement / mechanisms. Link to science forces	Cams Toys. Movement / mechanisms. Link to science forces
<b>Art</b>	Brain/body /organ sketches	Lowry Pencil lines, shading, WW2 link		Henri Rousseau painting IPC link Egyptian art. Clay		Pre-Raphaelites, William Morris,	Portraits of moving bodies.

						printing. Decoupage Victorian link	Henry Moore's sculptures
<b>History</b>	Of brain – what we know now	World War 2	World War 2	Non-European history – ancient civilizations. Ancient Egypt? Check with SW		The Victorians Local history / geography too.	History of medicine
<b>Geography</b>	Local studies	Changes of land use in UK	Impact of human activity on land.	Geog of the Nile and importance of river to Egypt.	Rivers	Local area Victorian link.	Local area studies
<b>PSHE</b>	<i>Community Boundaries</i>	<i>How do I behave?</i>	<i>Support Others/Global Community</i>	<i>What have I achieved</i>	<i>Puberty</i>	<i>Media Influences</i>	<i>Healthier Lifestyle/My computer and me.</i>
<b>RE</b>	<i>Rules, respect</i>	<i>Hinduism</i>	<i>Christianity: The Christmas Story</i>	<i>Easter</i>	<i>Christianity: The Easter Story</i>	<i>Islam</i>	<i>Islam: Exploring another culture and Faith</i>
<b>Music</b>		<i>Music Express – Exploring Performance</i>	<i>Music Express – Exploring listening</i>	<i>Music Express – Exploring Structure</i>	<i>Music Express – Exploring Beat</i>	<i>Music Express – Exploring Composition</i>	<i>Music Express – Exploring Performance</i>
<b>PE</b>	<i>Basketball</i>	<i>Badminton</i>	<i>Swimming</i>	<i>Gymnastics</i>	<i>Play Leaders</i>	<i>Rounders</i>	<i>Cricket</i>

Year 6	Autumn			Spring		Summer	
<b>IPC Topic</b>	<b>Brainwaves</b>	<b>Time Tunnel (WW1)</b>	<b>Time Tunnel (WW1)</b>	<b>What a Wonderful World</b>	<b>What a Wonderful World</b>	<b>Fairgrounds</b>	<b>Fairgrounds</b>
<b>Maths</b>	Number- Place Value Number- addition, Subtraction Multiplication and Division Fractions			Number- Decimals Number- Percentages Measurement Number- Algebra Number- Ratio Geometry and Statistics		Geometry- Properties of Shapes Geometry- Position and Direction Post SATs Project Work	
<b>English T4W texts</b>	<i>Text type: Where in the world? Class book</i>	<i>Text type: The Legend of the Green Children</i>	<i>Text type: War Horse</i>	<i>Text type: Journey to the River Sea</i>	<i>Text type: Kensuke's Kingdom</i>	<i>Text type: Too High – The Story of Icarus</i>	<i>Text type: The Caravan</i>
<b>English T4W Non-fiction</b>	<i>Labels/captions/information booklets</i>	<i>Instructions: Innovate: How to survive in the trenches.</i>	<i>Explanations: Innovate: How World War 1 began.</i>	<i>Persuasion Text: Innovate: Darwin Vs Religion</i>	<i>Information Text: Innovate: Reference book – Body Organs</i>	<i>Recounts: Innovate: A day at the fairground.</i>	<i>Discussion Text: Innovate:</i>
<b>Science</b>	Skills	Living Things and their Habitats	Reversible and Irreversible Changes	Evolution and Inheritance	Animals including Humans	Light and Sound	Electricity
<b>MFL</b>	<i>Myself</i> Reviewing familiar language and key structures. Practising key stage three dictation and translation skills.	<i>School.</i> <i>Developing accuracy in speaking and writing.</i> <i>Understanding and giving information about school subjects, and the school day.</i> <i>Comparing school life in France to our's.</i>	<i>Giving detailed information.</i> Developing speaking and writing to include adjectives, opinions, intensifiers and the negative. Key stage three A.C.O.I.N .	<i>At home</i> Using the pronouns je/tu/il/elle. Applying the three point rule for conjugation regular –er verbs in the present tense.	<i>Everyday life</i> Applying grammatical rules . Using je/tu/il/elle/nous/vous/ils/elles. Conjugating a whole –er verb paradigm. Using a bilingual dictionary to extend information.	<i>A question of sport.</i> Applying reading strategies to deal with longer texts and some unfamiliar language. Adapting a model to create detailed information.	<i>Transition</i> Practising key stage three skills: <i>Speaking and listening</i> : Creating a VOKI avatar; recording “ interviews” to revise key questions. <i>Writing:</i> Building short paragraphs of narrative text. A detailed diary portrait of self ( description/likes/dislikes/school/hobbies). <i>Reading:</i> Strategies for longer authentic texts-Harry Potter extract.

<b>Computing</b>	<i>Online safety</i>	<i>Online Safety</i>	<i>Animation</i>	<i>Kodu</i>	<i>Blogs/Clouds/VLEs</i>	<i>Scratch/ICT in leisure</i>	<i>Data</i>
<b>Design &amp; Technology</b>	Relating to brains – 3D models	Design a gas mask box	Clay poppies	Up-cycling project	Up-cycling project	Light box/sound machine/ sound muffler	Design a moving mechanism – ride/attraction
<b>Art</b>	Brain/body /organ sketches	How artists record history through art -	War artists	Up-cycling	Up-cycling	Light in art – Word art	Work of an artist reflecting light
<b>History</b>	Of brain – what we know now	How historical time can be ordered/recorded/measured Key events of war.	WW1	Changes in rubbish collection/recycling – human impact on land/ocean	Changes in rubbish collection/recycling – human impact on land/ocean	Local study	Local study
<b>Geography</b>	Local studies	History of land use during war	Relating to WW1	Regions/environments around world. Physical forces/climate change	Regions/environments around world. Physical forces/climate change	Local studies	Local study
<b>PSHE</b>	<i>Community Boundaries</i>	<i>How do I behave</i>	<i>Media Bias</i>	<i>What have I achieved</i>	<i>Alcohol and Tobacco</i>	<i>Growing Up</i>	<i>Learning about Money</i>
<b>RE</b>	<i>Rules, respect.</i>	<i>Islam</i>	<i>Christianity: The Christmas Story</i>	<i>Christianity</i>	<i>Christianity: The Easter Story</i>	<i>Buddism/ or Festivals of light</i>	<i>Buddhism: Exploring another culture and Faith</i>
<b>Music</b>		<i>Music Express – Exploring performances</i>	<i>Music Express – Exploring Song Cycles</i>	<i>Music Express – Exploring Street Dance</i>	<i>Music Express – Exploring Musical Performance</i>	<i>Music Express – Exploring Performance</i>	<i>Music Express – Exploring Performance</i>
<b>PE</b>	<i>Invasion Games: Basketball, Rugby, Badminton, Hockey</i>			<i>Invasion Games: Football, Handball</i>		<i>Striking and Fielding</i>	