

| | First Year | | | Second Year | | |
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| Curriculum | Y5/6 | Y5/6 | y5/6 | y5/6 | Y5/6 | Y5/6 |
| | Autumn WATER WORLD INC. RIVERS | Spring THE AMERICAS | Summer SHAKESPEARE | Autumn WWII | Spring KEEN TO BE GREEN | Summer MEET THE GREEKS |
| History | | <ul style="list-style-type: none"> □ a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | <ul style="list-style-type: none"> □ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | <ul style="list-style-type: none"> □ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 | | <ul style="list-style-type: none"> □ Ancient Greece - a study of Greek life and achievements and their influence on the western world □ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory) □ the changing power of monarchs using case studies such as John, Anne and Victoria □ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century □ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day □ a significant turning point in British history, for example, the first railways or the Battle of Britain |
| Geography | <p>Human and physical geography</p> <ul style="list-style-type: none"> □ describe and understand key aspects of: □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | <ul style="list-style-type: none"> □ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | <p>Human and physical geography</p> <ul style="list-style-type: none"> □ describe and understand key aspects of: □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle □ use fieldwork to observe, measure, record and present the human and physical features in the local area using | <p>Human geography</p> <ul style="list-style-type: none"> □ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | <p>Place knowledge</p> <ul style="list-style-type: none"> □ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America |

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| | | | | a range of methods, including sketch maps, plans and graphs, and digital technologies. | | |
| D.T. | Stiff and Flexible | Textiles | Mouldable Electrical and Mechanical | Electrical and Mechanical | Stiff and Flexible Food Mouldable | Food |
| Art | Drawing Painting 3D Sculpture | Collage Drawing with line Printing with colour Printing with pattern | Printing 3D Sculpture | I.T. Hook Images | Form space in 3D sculpture shape and textile collage | Textiles Collage |
| Science | Y5 & 6 Living things and their habitats <i>Biology</i> | Y 5 6 Animals, including humans <i>Biology</i> | Electricity <i>Physics</i> Light <i>Physics</i> | Y5 Earth and space <i>Physics</i> | Evolution and inheritance <i>Biology</i> | Forces <i>Physics</i> |
| Computing | Maths in Motion | Excel / MS Kodu | Lego Robotics / E-Safety - Podcasts | E-Safety - creating a webpage / Coding | 3D Design / Coding | Coding / APP Design & Development |
| Music | | | | | | |
| R.E. | Christianity and Islam | Christianity and Sikhism | Christianity and Islam | Christianity and Sikhism | Christianity and Sikhism | Christianity and Islam |
| M.F.L. | Numbers, Greetings, instructions, colours Christmas in France | The home Easter | Food Animals | The classroom | Family | Transport & Travel |

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| P.E. | <p>Autumn 1 Dance -Y5 Invasion Game & OAA -Y6</p> | <p>Autumn 2 Net &Wall - Y5 Dance - Y6</p> | <p>Sum 1 Striking & Fielding Y5 Gym - Y6</p> | <p>Sum 2 Athletics</p> | <p>Spring 1 Inv Games - Y5 Net & Wall - Y6 Y6</p> | <p>Spring 2 Gym - Y5 Striking & Fielding</p> | <p>Autumn 1 Dance -Y5 Y5 Invasion Game & OAA - Y6</p> | <p>Autumn 2 Net &Wall - Dance - Y6</p> | <p>Spring 1 Inv Games - Y5 Y5 Net & Wall - Y6 & Fielding Y6</p> | <p>Spring 2 Gym - Striking</p> | <p>Sum 1 Striking & Fielding Y5 Gym - Y6</p> | <p>Sum 2 Athletics</p> |
| P.S.H.E. | <p>Goals Keeping ourselves safe</p> | | | | <p>Good to be me</p> | | | | | | <p>Growing up</p> | |