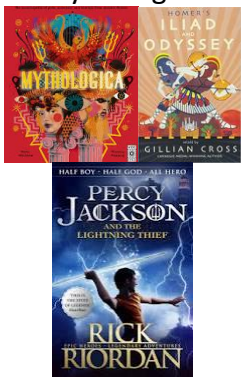
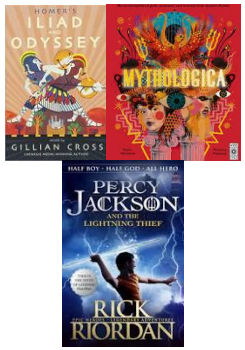
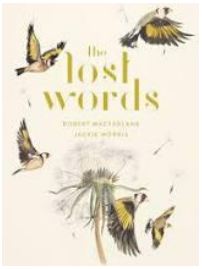
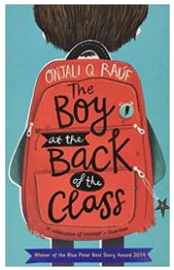
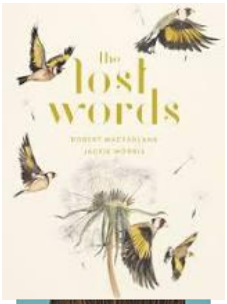
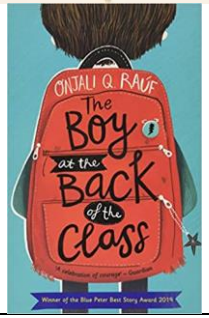
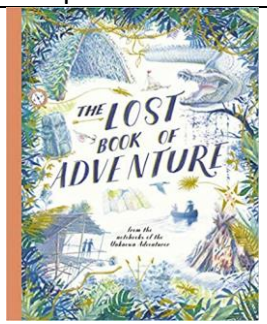
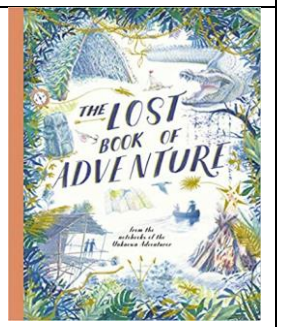
	Autumn Term Ancient Greece		Spring Term Heroes and Hermits		Summer Term Mountain High, Valley Low:	
	To begin this exciting year, we are travelling back through time to Ancient Greece. The children will start their topic with a virtual visit to the British Museum to take part in a Touring Greek Temples workshop. They will follow-up this session by researching Greek architecture and designing and making their own model of the Parthenon. Our main text will be Percy Jackson and the Lightning Thief. This text introduces the children to a host of exciting characters from Greek mythology but set in the 21st Century. With a quest to venture on, strong female characters and accessible, meaningful, and contextual links to the myths, we will use the text to inspire and inform the children's writing and their design work for DT and Art. In addition to Percy, we will be using excerpts from The Iliad by Homer and Mythologica by Dr Stephen Kershaw to further influence and stimulate the children's work. In Art, the children will use their knowledge of the Greek gods to design, make and decorate a Modroc mask representing the Greek god of their choice.		Our spring topic will be based closer to home and will concentrate on the surrounding local area, investigating the local history of Dinton including the Dinton Hermit and investigating who the people on the war memorial really were. We will design and write our own questionnaires on the quality of life in the surrounding areas, thinking about how it could be improved and what we should be thankful for. We will create our own web pages based on the research and the questionnaires We will be inspired by David Hockney's landscape art to take time looking at the views of the Chilterns from the school field. In Design and Technology, we will be investigating pulleys and gears. Our key text will be The Boy at the Back of the Class by Onjali Rauf, where we will be considering how our locality would be viewed by a refugee and discussing how we would make that person feel welcome at our school. We will also be inspired by our local environment to write poetry based upon the book The Lost Words by Robert McFarlane. In the second half of the term, the children in years 5 and 6 will be learning the ukulele in music lessons.		In the final term of the year, we hope to travel to France for our week-long residential trip. We will very much focus on Geography this term, looking at the use of digital mapping and completing a river survey through Geography fieldwork and investigating rivers and mountains around the world. Exploring the style and techniques of the Japanese artist Hokusai, we will focus on printing skills in Art, looking at how Hokusai incorporates water and mountains into his work. With a rich heritage of incredible cookery, we will be inspired by French cuisine as part of our Design and Technology project, perhaps being inspired by a certain Disney rat movie! The Lost Book of Adventure from the notebooks of the Unknown Explorer will inspire outside activities and setting descriptions, while we will also be exploring and re-interpreting Japanese traditional Tales for the 21st century.	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Value + key questions linked to topic	**Love**	**Integrity**	**Trust**	**Resilience**	**Belief**	**Respect**
Hook	Dress up as a Greek!					
Visit	British Museum virtual visit	Visitor from Parliament	Trip around village	Waddesdon Manor RE trip/Faith Tour	River survey	France
Topic Finale	NA	Greek Day	NA	Gallery finale!	NA	Y6: Leaver's show

						Y5:
Other points of note	British Museum virtual tour	Parliament session 1st Nov				
Drivers History/ Geog etc	Study of Greek life Influence on world Knowledge of Europe		Local area: Aylesbury Cuddington and Dinton	Map skills, local mapping, land use, patterns of land use, globes and hemispheres	Environmental issues River survey Digital mapping, globes and hemispheres	
Core text	Iliad and Percy Jackson/ Mythologica 	Iliad and Percy Jackson/ Mythologica 	The Lost Words by Robert MacFarlane and Jackie Morris  	The Lost Words by Robert MacFarlane and Jackie Morris  	 Japanese traditional tales	
English	Persuasion/Description – Travel Brochure Discussion – Athens vs Sparta	Narrative/Choral poetry – The Iliad Narrative – Defeating the monster	Descriptive/NaturePoetry inspired by Lost Words Biography – based on the Dinton Hermit Narrative (2 weeks cont after halfterm)	Narrative (cont 3 weeks) Based on Boy at Back of Classroom Presentation using formal language based on Quality of Life survey	Instructions - Setting description - Non-Chron Report – double-page spread	Traditional Tales (Japanese/other cultures?) Explanation – rivers and mountains

			Based on Boy at Back of Classroom			
Maths Year 5	**Number: Place Value** Compare numbers to at least 1 000 000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. **Number: Addition and Subtraction** Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits. **Statistics** Solve comparison, sum and difference problems using information presented in a line graph.	**Statistics** Complete, read and interpret information in tables, including timetables. **Number: Multiplication and Division** Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Multiply and divide numbers mentally. Identify multiples and factors, including finding all factor pairs of a number, and common factors. Recognise and use square numbers and cube numbers. **Measurement: Perimeter and Area** Measure and calculate the perimeter. Calculate and compare the area of rectangles and estimate the area of irregular shapes.	**Number: Multiplication and Division** Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders. Multiply and divide numbers mentally drawing upon known facts. **Number: Fractions** Compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction. Recognise mixed numbers and improper fractions and convert.	**Number: Fractions** Add and subtract fractions with the same denominator, multiply proper fractions and mixed numbers by whole numbers. Read and write decimal numbers as fractions. **Number: Decimals and percentages** Recognise the % symbol and understand it's meaning. Write percentages as a fraction with denominator 100, and as a decimal. Solve problems using these facts.	**Number: Decimals** Read and write decimal numbers as fractions. **Geometry: Properties of shape** Distinguish between regular and irregular polygons. Draw given angles and measure them in degrees.	**Geometry: Properties of shape** Distinguish between regular and irregular polygons. **Geometry: Position and Direction** Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°. **Measurement: Converting Units** Convert between different units of metric measure. Understand and use approximate equivalences between metric units and common imperial units. Solve problems involving converting between units of time. Use all four operations to solve problems. **Measurement: Volume**

						Estimate volume.
Maths Year 6	**Number: Place value and rounding** Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above. Number: Addition/subtraction/ Multiplication and division Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in	**FDP**: Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, × =] 4 1 2 1 8 1 Divide proper fractions by whole numbers **Geometry: position and direction** Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	**Decimals and percentages** Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction Geometry: position and direction Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Multiply one-digit numbers with up to two decimal places by whole numbers Use written division methods in cases where the answer has up to two decimal places Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison **Algebra:** Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables **Measurement: converting units** Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3].	**Measurement: perimeter, area and volume** Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles **Number: ratio/proportion** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. **Statistics:** Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.	**Geometry: property of shape** Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **SATs revision**	**Fiver Challenge**

	the context of a problem, an appropriate degree of accuracy		Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. Convert between miles and kilometres			
Science Year 5	**Forces** lain that unsupported objects towards the Earth because of force of gravity acting between Earth and the falling object ntify the effects of air stance, water resistance and tion, that act between moving faces ognise that some mechanisms uding levers, pulleys and gears w a smaller force to have a ater effect.	**Earth and Space** cribe the movement of the th and other planets relative to sun in the solar system cribe the movement of the on relative to the Earth cribe the sun, Earth and moon approximately spherical bodies the idea of the Earth's ation to explain day and night the apparent movement of sun across the sky	**Materials** 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. w that some materials will olve in liquid to form a ution, and describe how to over a substance from a ution knowledge of solids, liquids gases to decide how mixtures ht be separated, including ough filtering, sieving and porating reasons, based on evidence m comparative and fair tests, the particular uses of everyday terials, including metals, wood plastic nonstrate that dissolving, ing and changes of state are ersible changes	**Living Things and Their Habitats** 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 animal.	**Animals Including Humans** Describe the changes as humans develop to old age.	**RSE** Learn how their bodies and emotions might change as they approach and move through puberty.

			lain that some changes result in formation of new materials, that this kind of change is not ally reversible, including nges associated with burning the action of acid on rbonate of soda			
Science Year 6	**Animals Including Humans** Children will: 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.	**Electricity** Children will: 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.	**Light** Children will: 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.	**Living Things and Their Habitats** Children will: 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.	**Evolution and Inheritance** Children will: 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.	**RSE** Children will: Learn how their bodies and emotions might change as they approach and move through puberty. Learn about human reproduction. Learn the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

						Become aware of different types of relationships, including those between friends and families, civil partnerships and marriages. Be aware of what constitutes positive healthy relationships and develop skills to form them.
Computing Year 5	Main factors which influence how search engine ranks a web page (link to research in English) https://www.barefootcomputing.org/resources/ranking-search-activity	Researching and creating a multiple choice quiz on the ancient Greeks. https://teachcomputing.org/curriculum/key-stage-2/programming-b-selection-in-quizzes		Create a webpage about Heroes and Hermits (using info from research) https://teachcomputing.org/curriculum/key-stage-2/creating-media-web-page-creation		Digital mapping
Computing Year 6	Main factors which influence how search engine ranks a web page (link to research in English)	Researching and creating a multiple choice quiz on the ancient Greeks		Create a webpage about Heroes and Hermits (using info from research) https://teachcomputing.org/curriculum/ke	Digital mapping PSHE link https://www.barefootcomputing.org/resour	

	https://www.barefootcomputing.org/resources/ranking-search-activity	(could use in Topic finale?) https://teachcomputing.org/curriculum/key-stage-2/programming-b-selection-in-quizzes		y-stage-2/creating-media-web-page-creation	ces/stop-think-do-i-consent	
Art	Modroc masks - sculpture Create sculpture and constructions with increasing independence Plan a sculpture through drawing and other preparatory work. Use clay to create sculpture		Sketching Landscape Hockney Confidently use sketchbooks for a variety of purposes including recording observations, developing ideas, testing materials, planning and recording information. Describe processes used and how they hope to achieve high quality outcomes. Talk about the materials, techniques and processes they have used, using appropriate vocabulary. Explore the relationship of line, form and colour.			Printing Hokusai Japanese art Mount Fuji Polystyrene Layering colours Use acquired technical expertise, combined with beginning to listen and trust "instinct" to help make choices, to make work which effectively reflects ideas and intentions. independently select and effectively use relevant processes in order to create successful and finished work.
History	Who were the Ancient Greeks? What do artefacts tell us about what life was like in Ancient Greece? What do we know about the achievements of Alexander the Great?	How were the Ancient Greeks governed and are there any similarities with how we are governed today? How have the Olympic games changed since they were first held in Ancient Greece?	Local history (4wks) Create a webpage about Heroes and Hermits (using info from research) https://teachcomputing.org/curriculum/key			

	What do archaeological sites tell is about what life was like in Ancient Greece? What do some of our buildings tell us about how we view Ancient Greece today?	What are the similarities and differences between our school and schools in Ancient Greece? Can we learn anything from Greek myths and legends?	-stage-2/creating-media-web-page-creation			
Geography	Investigate what Greece is like today by exploring its physical geography. 2 Research what modern Greece is like by investigating the population and various aspects of the culture. Understand country and continent Use an atlas (including contents page and index) to locate Greece Can name the border countries Can say 5 facts about modern Greece	Investigate what Greece is like today by exploring its physical geography. 2 Research what modern Greece is like by investigating the population and various aspects of the culture. Understand country and continent Use an atlas (including contents page and index) to locate Greece Can name the border countries Can say 5 facts about modern Greece		Map scales, local mapping, land use patterns, human impact Can I use fieldwork to observe, measure and record data? Quality of Life survey around Dinton (4weeks) (create presentation using comp skills)	(Waddesdon Manor)/ river survey Can I use fieldwork to observe, measure and record data? (after SATs)	
DT	Architecture Design, make and evaluate a model of the Parthenon after studying its design. - Create nets and templates accurately in a range of sizes, including gluing tabs. - Build innovative, functional, appealing, stable structures that are fit for purpose. - Explain in detail why some structures fail. - Evidence how products can be made stronger and more stable.			Pulleys and Gears • Understand how cams, gears and pulleys create movement. • Discuss the relationship between a cam and follower, an off-centre cam, a peg cam, a pear-shaped cam and a snail cam. (Rotary motion into linear motion). • Explain how the number of teeth of a gear affects the speed of rotation. • Design and make a product that incorporates a cam mechanism.		Cooking related to France – boulangerie/patisserie or ratatouille • Be both hygienic and safe in the kitchen. • Know which season various foods are available for harvesting. • Weigh and measure using scales. • Know how to use a range of equipment confidently and safely. • Become increasingly skilled at peeling, chopping, slicing, grating, mixing and kneading.

	- Use a range of materials to make joints e.g., card strips, elastic bands, thread and ties, and plastic tubing. - Apply a range of finishing techniques, including those from art and design.			• Design and make a product that incorporates pulleys or gears.		• Understand how specific food groups apply to the principles of a healthy and varied diet *(nutrients, water and fibre)*
RE Year 5	**Creation/Fall:** Creation and Science: conflicting or complimentary? Know that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts and that this relates to the purpose and interpretation of the texts. E.g. Poetry vs. Science paper? Know there are many scientists throughout history and now who are Christians. For example, Mary Anning and Isaac Newton… Know that the discoveries of science make many Christians wonder even more about the power and majesty of the Creator.	**Incarnation**: Was Jesus the Messiah? Know that Jesus was Jewish. Know that Christians believe Jesus is God in the flesh. Know that Christians believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God. Know that The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah and that Christians believe that Jesus fulfilled these expectations as their Saviour. Know that Jewish people do not think Jesus is the Messiah.	How do Muslim **beliefs** make a difference to their way of living? Know that Islam is practised by Muslim people. Know that Islam is monotheistic and believe in one God (Allah). Know that Muslims follow the 5 pillars of Islam (Shahadah, Salat, Zakat, Sawm and Hajj) and how this makes a difference to their way of living in Britain today. Know that Muhammad is the name of the Arabic man who lived about 1,500 years ago) in Arabia and became the prophet of Islam. Many Muslims add the letters pbuh which stand for 'Peace and Blessings Upon Him' after his name. Know that Muhammad's (pbuh) messages were all written down and	How do Muslim **beliefs** make a difference to their way of living? Continued... Know that the Haddith is statements about what Muhammad (pbuh) said, did or approved of. **God**: What does it mean if God is holy and loving? Know that Christians believe that God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. Know that Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice but also loving, forgiving, and full of grace. Know that Christians do not all agree about what God is like, but try to follow his path, as they	**God**: What does it mean if God is holy and loving? Continued What does it mean to live in a Muslim **community** in Britain? Know that Muslims worship in a Mosque. Know that there are many physical features that will help you to recognise a mosque but that not all mosques have all of them. Know that Muslim prayer is called Salah and is one of the 5 pillars. Know that there are more than 3 million Muslims in the UK.	What does it mean to live in a Muslim **community** in Britain? Continued Know key architectural features of a mosque such as a dome, a minaret, the Quiblah and the mihrab and how this reflects Muslim belief. Know that the Imam is an important spiritual leader for Muslims and that he sometimes speaks from a minbar.

			collected together. The book that they are written in is called the Holy Qur'an. It is written in Arabic, the language in which it was revealed, but it has been translated into many other languages	see it in the Bible or through Church teaching.		
RE Year 6	**People of God**- How can following God bring freedom and Justice? Know that the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. Know that many Christians see Moses' story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. Know that some Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus.	**Kingdom of God**: What kind of king is Jesus? Know that Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. Know that in The Bible, 'The Kingdom' is compared to a feast where all are invited to join in and that not everyone chooses to do so.	Do clothes express **belief**? Know that some Muslims choose to wear modest clothes because of what it teaches them in the Qur'an. Know and understand what hijab means in Arabic and how it differs for different Muslims. Know that how someone dresses can reflect their worldview or religious beliefs. Know that different religions can choose to express their beliefs through what they wear- e.g. Sikh turban or Jewish prayer shawl.	Do clothes express **beliefs**? Continued... **Salvation**: What difference does the resurrection make for Christians? Know that Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God. Know that the Gospels give accounts of Jesus' death and resurrection. Know that belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.	**Salvation**: What difference does the resurrection make for Christians? Continued... Can we know what **God** is like? (Muslim) Know that Muslims believe that there is only one God (Allah). Recap year 5. Know that Muslims believe that the prophets of the Old Testament and Jesus tell them more about the nature of God. Know that Muslims do not believe that Jesus is the son of God but a prophet sent from God. Know that Muslims believe that God is revealed in the Qur'an to Muhammad (pbuh) and that he has 99 names.	Can we know what **God** is like? (Muslim) continued... Know that the Shahadah is important to Muslims. Know that Muslims would not represent Allah in art but Christians would represent God in art. Know that worship and prayer are ways for religious people to feel close to their God.
Music Year 5	**Livin' on a Prayer** by Bon Jovi: children develop an	**Rhapsody in Blue** by George Gershwin: Children will perform	**Dr Who** by Delia Derbyshire: Children will use technology to	**Ukulele**: Children will have the opportunity to understand and	**Dancing in the street** by Martha Reeves and the Vandellas:	**Earth** by Hans Zimmer: Children will create their

	understanding of Rock history and use computers to compose music with specific criteria, which they play live with their choice of instruments. Children will sing songs in unison in order to rehearse and present a performance with an awareness of audience. Children will play tuned instruments using musical vocabulary of dynamics to describe how they have changed the music. Charanga	as an ensemble and create their own pieces of music mimicking found sounds in the environment. They will understand how jazz and classical music came together in the piece of music.	record, and change found sounds from the environment to create a piece of music inspired by the Dr Who theme music.	learn several chords on the ukulele. They will learn how to hold and strum the instrument and play simple tunes beginning to read music on a stave.	Children will be introduced to Motown music and its style indicators. They will develop their improvisational skills further using voice and instruments.	own pieces of work using instruments and voice to develop a shimmer and develop motifs, further developing their understanding of musical dynamics and texture within a larger piece of music.
Music Y6	Happy Happy: children develop an understanding of Pop and Soul and use computers to compose music, which they will play with a range of instruments To sing solo, unison and in parts with clear	Ukulele - Charanga Children will learn to hold and play the Ukulele in the correct way, sing a simple song and strum open string patterns rhythmically and in time; pluck open strings. To begin playing chord of C	Ravi Shankar – BBC Trailblazers Symphony by Ravi Shankar. Using the piece as inspiration, children will learn to play and perform in ensemble contexts, using voices and playing musical instruments. They will also improvise and	Charanga Music and Identity A unit of work that aims to embed the role of women in music into the thinking of children and young people of all genders. It includes contextual listening of the artists' work, video	Yr 6 – Music and Me – Charanga	**Earth** by Hans Zimmer: Children will create their own pieces of work using instruments and voice to develop a shimmer and develop motifs, further developing their understanding of musical dynamics

	diction, controlled pitch and with sense of phrase. To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures	and begin to play chord F. To play and sing a two chord piece using either F and C or C and G7. Choose a song to play, rehearse and perform.	compose music for a range of purposes using the interrelated dimensions of music and listen with attention to detail and recall sounds with increasing aural memory. BBC 10 Pieces - Trailblazers To think about the audience when performing and how to create a specific effect To develop an understanding of the history of music from different cultures, traditions, composers and musicians. Evaluating how venue, occasion and purpose effects the way that music is created and performed. To use and apply a range of musical notations including staff notation to plan, revise and refine musical material	interviews and an option for pupils to create their own music based on their learning. The unit features empowering and inspirational female role models such as Anna Meredith, ESKA, Shiva Feshareki and YolanDa Brown, To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence To develop an understanding of the history of music from different cultures, traditions, composers and musicians. Evaluating how venue, occasion and purpose effects the way that music is created and performed		and texture within a larger piece of music.

			To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music			
French Year 5	**Chez moi** Understand and use nouns for rooms of the house; say whether they live in a town or village/ a house/flat and where it is. Describe their house in terms of rooms. Create a longer spoken or written passage using previously learnt language (incorporating personal details such as their name and age).	**Les planetes** Name and recognise the planets in French on a solar system map and create own labelled map. Recognise and use the names of the planets together with basic adjectives, using the rules of adjectival agreement. Write short sentences about the planets (size, colour, moons) using la plus loin, la plus proche, a cote de to denote location.	**En ville** Understand and use nouns for buildings, prepositions (a cote de, pres de, en face de) to express location, give directions in town using verbs TOURNER, PRENER, create a town map and write short sentences to describe buildings within your town, direct your partner from school to the church.	**En ville** Grammar Focus using topic of En ville. Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French. Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs. Conjugate in French a regular –ER verb. Conjugate in French a regular –IR verb. Conjugate in French a regular –RE verb.	**Moi dans le monde** Learn about the countries in the Francophone world and their festivals (religious and non-religious). Compare and contrast people in these countries (France, Canada, Haiti, Sierra Leone).Link together with idea that we all need to protect our planet. Grammar - How to use “à” (when talking about living IN a city) and “en/au/aux” (when talking about living IN a country).	**La Revolution francaise – Bastille Day** **Shopping in the supermarket** Role play shopper and shopkeeper Research website of a french hypermarche (Leclerc, Carrefour) Write a shopping list.

Follow and give simple instructions and descriptions (date, weather, what they are wearing); say, read and write the date in French and use numbers from 1-100 in multiples of 10 and 0-31 with confidence; take part in short conversations to make statements and present information; understand and communicate simple descriptions; read and answer questions on slightly longer text; understand the concept of gender; understand what a conjugated verb looks like and use the first and third person singular (Je and Il/Elle); begin to understand adjectival agreement and the concept of du, de la and de l'; use the negative form and basic connectives						
French Year 6	**Chez moi** Understand and use nouns for rooms of the house; say whether they live in a town or village/ a house/flat and where it is. Describe their house in terms of rooms. Create a longer spoken or written passage using previously learnt language (incorporating personal details such as their name and age).	**Les planetes** Name and recognise the planets in French on a solar system map and create own labelled map. Recognise and use the names of the planets together with basic adjectives, using the rules of adjectival agreement. Write short sentences about the planets (size, colour, moons) using la plus loin, la plus proche, a cote de to denote location.	**En ville** Understand and use nouns for buildings, prepositions (a cote de, pres de, en face de) to express location, give directions in town using verbs TOURNER, PRENER, create a town map and write short sentences to describe buildings within your town, direct your partner from school to the church.	**En ville** Grammar Focus using topic of En ville. Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French. Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs. Conjugate in French a regular –ER verb. Conjugate in French a regular –IR verb. Conjugate in French a regular –RE verb.	**Moi dans le monde** Learn about the countries in the Francophone world and their festivals (religious and non-religious) Compare and contrast people in these countries (France, Canada, Haiti, Sierra Leone).Link together with idea that we all need to protect our planet. Grammar - How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).	**La Revolution francaise – Bastille Day** **Shopping in the supermarket** Role play shopper and shopkeeper Research website of a french hypermarche (Leclerc, Carrefour) Write a shopping list.
Understand and begin to use numbers to 100 in different contexts (date, age, prices); tell the time including on the hour, half past, quarter past and to; express opinions orally and in writing (food, hobbies, school subjects); understand and use transitional language (in role play); use adjectives to expand sentences and use correct adjectival agreement; use a variety of connectives (apres, aussi, plus tard, finalement)						

Read, understand and answer more detailed questions on a variety of topics; use subject knowledge and language skills to decode longer passages of text in cross-curricular topics; understand what a fully conjugated verb looks like and identify the stem of the verb; write longer sentences using a word bank; initiate and sustain simple conversations on familiar topics.						
PE **Year 5**	**Invasion: Football** Refine dribbling and passing to maintain possession Introduce and develop defending Develop shooting Refine attacking skills, passing, dribbling and shooting, introduce officiating **Outdoor and adventurous activities (OAA)** I am an effective team member	**Dance – linked to Topic** To create and perform an individual dance that reflects a chosen style. **Tag rugby (Games)** Refine passing and moving to create attacking opportunities Explore different passes that can be used to outwit defenders Refine defending as a team Create and apply defending tactics. Develop officiating	**Invasion: Netball** Refine passing and receiving Apply passing, footwork and shooting into mini games, introduce officiating Introduce defending Explore the function of other passing styles **Gym: Counterbalance and Tension** Counterbalance & Counter Tension Introduction to counterbalance Application of counterbalance learning onto apparatus Sequence formation Counter Tension Sequence completion.	**Health related Exercise** Understand the impact of exercise on their bodies and the importance of developing their aerobic capacity, strength and flexibility. **Net/Wall (Tennis)** Introduce/develop the volley Controlling the game from the serve Doubles, understanding and applying tactics to win a pint	**Striking and fielding: Cricket** Refine batting, understand and develop batting and bowling tactics Refine fielding stooping, catching and throwing Combine bowling and fielding creating and applying tactics Introduce umpiring and scoring **Invasion: Hockey** Develop defending; block and tacking Recap and refine dribbling and passing to create attacking opportunities Refine attacking skills, passing dribbling and shooting	**Striking and fielding: Rounders** Develop fielding tactics maximising players Understand what happens if the batter misses the ball Refine fielding tactics, what players where? Applying tactics in mini games **Athletics** To use correct technique to run at speed. To demonstrate good techniques in

					Refine defending skills developing transition from defence to attack	a competitive situation. Finishing a race Evaluating our performance Sprinting: My personal best Relay changeovers Shot Put Introducing the hurdles Swimming – non-swimmers Sports' Day To take part in inter- school sports.

PE **Year 6**	**Invasion: Football** Consolidate keeping possession, develop officiating Consolidate defending Organise formations and mange teams Organise formations decide tactics, manage reams and officiate games **Outdoor and adventurous activities (OAA)** I am an effective team member	**Indoor sport (net and wall)** To use good hand/eye co-ordination to pass and receive a ball successfully **Dance – linked to Topic** To create, identify patterns and actions, practise and perform an individual dance that reflects a chosen style	**Invasion: Netball** Consolidate keeping possession, develop officiating Consolidate defending Create, understand and apply attacking/defending tactics in game situations **Gym: Matching & Mirroring** Introduction to matching/mirroring Application of matching/mirroring learning onto apparatus Sequence development	**Invasion: Hockey** Consolidate keeping possession, develop officiating Consolidate defending Create, understand and apply attacking/defending tactics in game situations **Outdoor and adventurous activities (OAA)** I am an effective team Member. I embrace leadership and team roles I can gain the commitment and respect of my team Develop strong listening skills. Use and interpret simple maps.	**Striking and fielding: Rounders** Introduction to full rounders Consolidate fielding tactics Refine our understanding of what happens if the batter misses or hits the ball backwards Batting considerations To run throw and catch. To develop a safe and effective overarm throw **Net/Wall: Tennis** Game application Game application, mixed ability doubles, round robin games	**Striking and fielding: Cricket** Consolidate batting/ fielding/bowling Create, understand and apply attacking/defensive tactics in game **Athletics** To investigate running styles and changes of speed. To utilise all the skills learned in this unit in a competitive situation. Running for speed competition Running for distance competition Throwing competition Jumping competition

						Swimming – non-swimmers **Sports' Day** To take part in inter- school sports.
Relationships Education Year 5	**Me and my relationships**	**Valuing Difference**	**Keeping Myself Safe**	**Rights and Responsibilities**	**Being my best**	**Growing and Changing**
Relationships Education Year 6	**Being my Best**	**Keeping Myself Safe**	**Valuing Difference**	**Rights and Responsibilities**	**Me and My Relationships**	**Growing and Changing**