

## CYCLE 1

Year Group-5/6	<u>Autumn</u>  Would you have wanted to be a Victorian child?	<u>Spring</u>  Water Worlds	<u>Summer</u>  Ancient Greece (Y5) Production & Transition (Y6)
Geography		<p><b>Geographical skills and fieldwork</b> - use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>Geographical skills and fieldwork - Y6</b> use four and six-figure grid references, symbols and key to build their knowledge of the wider world</p> <p><b>Physical geography</b> describe and understand key aspects of: . rivers and the water cycle</p> <p><b>Place Knowledge</b> - Interpret a range of geographical information including maps -Communicate geographical information through maps -Identify the geographical regions and key topographical features of the United Kingdom (coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. -Name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these have changed over time.</p>	<p><b>Location knowledge</b> Locate the world's countries, using maps to focus on, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p>

History	<p><b>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods they study.</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Planning and carrying out a historical enquiry</p> <p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <p>Address and devise historically valid questions about cause and significance.</p>		<p><b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods they study.</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p> <p>Address and devise historically valid questions about cause and significance.</p>
Art		<p>To improve their mastery of art and design techniques, realising work as drawing, painting and collage</p> <p>To link technical exercises to six different landscape contexts (styles):</p> <ul style="list-style-type: none"> <li>• Chinese (Tonal recession)</li> <li>• JMW Turner: colour &amp; tone (skies/plein air)</li> <li>• Caspar David Friedrich (silhouette shape &amp; layered composition)</li> <li>• Claude Monet (Impressionist colour)</li> <li>• Friedensreich Hundertwasser (Line &amp; aerial perspective)</li> <li>• Minimalism (Poster Design)</li> </ul>	
DT	<p><b><u>Victorian Christmas Cards (sewing)</u></b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b><u>Masterchef (Victorian food)</u></b></p> <p><b><u>Cooking &amp; Nutrition (Healthy Diet – fish / focus on the traditional dishes of this country)</u></b></p> <ul style="list-style-type: none"> <li>- understand and apply the principles of a healthy and varied diet</li> <li>- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>	<p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>- investigate and analyse a range of existing products</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>- understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b><u>Technical knowledge</u></b></p> <ul style="list-style-type: none"> <li>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>	

	-understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		
<b>Music</b>	<p>Living on a prayer (Bon Jovi) and selection of his other songs - listening/appraising, music games and improvisation/composition and singing/performing.</p> <p>Classroom jazz - listening /appraising selection of jazz pieces ( three note boss's and five note swing) - listen/appraise, playing instruments and improvising, perform and share pieces/ideas.</p>	Make you feel my love (Adele) and Fresh prince of Bel Air (Will Smith) - listen and appraise, music games exploring dimensions of Music, composition and performing.	<p>Dancing in the Street (Martha and the Vandellas) and selection of other Motown from 1960s - listen/appraise, games, composition and performing.</p> <p>Learning production songs</p>
<b>PSHE</b>	<p>School Vision Statement</p> <p>Growth Mindset</p> <p>Getting on and falling out – understanding each other's differences</p>	<p>Keeping ourselves Healthy – drug and alcohol education (at age appropriate levels)</p> <p>British Values</p>	<p>Relationships and Sex Education – (at age-appropriate levels) #</p> <p>Moving on – Transition to a new school (Y6)</p>
<b>Computing</b>	<p>NETWORKS &amp; THE INTERNET Esafety, Cyberbullying</p> <p>CREATIVITY &amp; PRODUCTIVITY Combining Media (Presenting)</p>	NETWORKS & THE INTERNET Esafety, Cyberbullying	Be able to use html code to design a website using a template
<b>MFL (Spanish)</b>	<p>Animals</p> <p>Classroom instructions</p> <p>Poems</p> <p>Learning a story</p> <p>Parts of the body</p> <p>Colours</p> <p>Monsters</p> <p>Adjective agreements</p> <p>Food</p> <p>Opinions</p> <p>Christmas</p>	<p>Food</p> <p>Numbers</p> <p>Dates, birthdays and days of the week</p> <p>Descriptions</p> <p>Family</p> <p>Possessive adjectives</p> <p>Clothes</p> <p>Colours</p>	Revision and assessment of topics covered

## CYCLE 2

Year Group-5/6 Cycle 2	<u>Autumn</u> Invaders – Vikings (Incl. some land use etc)	<u>Spring</u> BRAZIL (Fair Trade focus on Chocolate)	<u>Summer</u> Ancient Greece (Y5) Production & Transition (Y6)
Geography	<p><b>Human and physical geography</b> describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use</li> </ul> <p>Observe and ask questions using maps</p> <p>Investigate places about the characteristics of settlements</p> <p>Collect and record evidence</p> <p>Use atlases, globes, maps at a range of scales</p> <p>Recognise how places fit into wider context</p> <p>Gain an understanding of the pattern of settlement of the Vikings</p> <p>Use a map as a source of historical information</p> <p>Appreciate that place names can give us information about the past.</p>	<p><b>Location knowledge</b> Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Human and physical geography</b> Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water and how this affects where people may live</li> </ul> <p>Understand geographical similarities and differences through the study of physical geography of a region within South America-weather and climate</p>	<p><b>Location knowledge</b> Locate the world's countries, using maps to focus on, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p>
History	<p><b>Local History Study - The Viking invasion and settlement on the Wirral</b> This could include:</p> <ul style="list-style-type: none"> <li>Viking raids and invasion</li> </ul> <p>Identify historically significant people and events in situations and link these events to my locality</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Ask historically valid questions.</p> <p>Learn about the success of the Viking invasion.</p>		<p><b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods they study.</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p>

			Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.  Address and devise historically valid questions about cause and significance.
Art	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] (Viking shields)	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] based on the work of the Brazilian artist Beatriz Milhazes	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, <b>paint, clay</b> ] based on Giacometti
DT	<p><b><u>Giacometti Design</u></b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>- investigate and analyse a range of existing products</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>- understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b><u>Technical knowledge</u></b></p> <ul style="list-style-type: none"> <li>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul> <p><b><u>Masterchef (Viking food)</u></b></p> <p><b><u>Cooking &amp; Nutrition (Healthy Diet – fish / focus on the traditional dishes of this country)</u></b></p> <ul style="list-style-type: none"> <li>-understand and apply the principles of a healthy and varied diet</li> <li>-prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>-understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>		
Music	<p>I'll be there (Michael Jackson) listening and appraising variety of Michael Jackson songs, musical activities focusing on the dimensions of music and improvisation and composition, and singing.</p> <p>Learning song for Christmas carol service with percussion accompaniment.</p>	A new year carol (Britten) and Happy (Pharrell) listening and appraising, music games and improvisation and composition.	<p>You've got a friend (Carole King) listening and appraising, music games and improvisation/composition.</p> <p>Learning songs for production</p>
PSHE	<p>New beginnings</p> <p>What we expect from you and what you expect from us</p>	<p>Keeping ourselves Healthy – drug and alcohol education (at age appropriate levels)</p> <p>British Values</p>	<p>Relationships and Sex Education – (at age-appropriate levels) #</p> <p>Moving on – Transition to a new school (Y6)</p>

	Getting on and falling out – understanding each other's differences		
Computing	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	To know how to use 3D modelling software	
MFL (French)	Animals Classroom instructions Poems Learning a story Parts of the body Colours Monsters Adjective agreements Food Opinions Christmas	Food Numbers Dates, birthdays and days of the week Descriptions Family Possessive adjectives Clothes Colours	Revision and assessment of topics covered