

Year B 21-22, 23-24	Autumn 1- Circulatory	Autumn 2-WW2	Spring 1 - Romans	Spring 2-Light/eye	Summer 1- Living Things and their habitats	Summer 2 - Mayan
Key stage event	Science driver	History driver	History driver	Science driver	Science driver	Geography/ History driver
Science	<p>(6) Animals including humans</p> <p>- 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.</p> <p>Working Scientifically</p>	NA	NA	<p>(6) Light</p> <p>- recognise that light appears to travel in straight lines</p> <p>- 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</p> <p>- 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</p> <p>- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Working Scientifically</p>	<p>(5) Living things and their habitats</p> <p>- 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</p> <p>(5) Animals including humans</p> <p>- describe the changes as humans develop to old age.</p> <p>(6) Living things and their habitats</p> <p>- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,</p> <p>- give reasons for classifying plants and animals based on specific characteristics.</p> <p>Working Scientifically</p>	NA
History	NA	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	the Roman Empire and its impact on Britain	NA	NA	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization - Mayan civilization c. AD 900

Geography	NA	<p>Location Knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on human characteristics, countries and major cities <p>Context: Mapping ally and axis powers, and invasion routes</p> <p>Geographic Skills and Fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - 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>Context: plotting events of the Battle of Britain</p>	<p>Location Knowledge</p> <ul style="list-style-type: none"> - locate the world's countries, using maps to focus on Northern Europe <p>Context: the rise and fall of the Roman Empire</p> <ul style="list-style-type: none"> - name and locate countries and cities of the UK, identify their land use patterns and understand how these have changed over time <p>Context: the rise and fall of the Roman Empire in Britain</p> <p>Geographic Skills and Fieldwork</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Context: the rise and fall of the Roman Empire in Britain</p>	NA	NA	<p>Location Knowledge</p> <ul style="list-style-type: none"> - 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>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 and a region within North or South America <p>Context: Comparing the Human and Physical characteristics of the Cornish and Yukatan Peninsulas</p>
Art	NA	<ul style="list-style-type: none"> - to learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines. - to improve their mastery of painting using a range of materials (paints) <p>Context: Paul Nash and Surrealism</p>	<ul style="list-style-type: none"> - to improve their mastery of art and design techniques with a range of materials (ceramics) - to create sketch books to record their observations and use them to review and revisit ideas <p>Context: Roman Mosaics</p>	NA	<ul style="list-style-type: none"> - to improve their mastery of line and tone using a range of materials (pencils) <p>Context: Darwin's observational drawings of animals/plants</p>	NA
DT	NA	<p>Cooking and Nutrition</p> <ul style="list-style-type: none"> - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of 	<p>Technical knowledge</p> <ul style="list-style-type: none"> - understand how key events and individuals in design and technology have helped shape the world <p>Context: the legacy of the Romans in our design and technology today</p>	NA	NA	<p>Design</p> <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, and computer-aided design

		<p>ingredients are grown, reared, caught and processed.</p> <p>Context: rationing</p>				<p>Make</p> <p>- select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>- select from and use a wider range of materials and components according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>- understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge</p> <p>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>-understand and use mechanical systems in their products</p> <p>- apply their understanding of computing to program, monitor and control their products.</p> <p>Context: Mayan Temple</p>
Stand alone subjects	<p>RE-Is it better to express your beliefs in art and architecture or in charity and generosity?</p> <p>PE: Unit 1</p> <p>Coordination – Ball Skills & Tag Rugby</p>	<p>RE-What difference does it make to believe in ahimsa grace and or ummah?</p> <p>PE: Unit 6 Agility- Ball Chasing & football</p> <p>ICT: Scratch : Animated Stories 6</p>	<p>RE-What matters most to Christians and humanists?</p> <p>PE:</p> <p>Unit 3</p> <p>Coordination – Ball Skills & netball</p>	<p>RE-What matters most to Christians and humanists? Continued.</p> <p>PE: Unit 5</p> <p>Static Balance- Small Base</p>	<p>RE-What do religions say to us when life gets hard?</p> <p>PE: Unit 2</p> <p>Coordination – Ball Skills & Tennis</p>	<p>RE-What do religions say to us when life gets hard?</p> <p>PE: Unit 4</p> <p>Static Balance & cricket</p>

	<p>ICT: Online Safety 6</p> <p>PSHE:Year 5 Media Year 6 SRE</p> <p>Y5 Music: Step Dance performance</p> <p>Y5 MfL: Let's visit a French Town</p>	<p>PSHE:</p> <p>Y5 Music: Song cycle performance</p> <p>Y5 MfL: Let's go shopping</p>	<p>ICT: Internet Research and Webpage Design 5</p> <p>PSHE :Drugs and alcohol</p> <p>Y5 Music: Street Dance performance</p> <p>Y5 MfL: This is France</p>	<p>& basketball</p> <p>ICT: Kodu Programming 6 :</p> <p>PSHE :Identity, society and equality</p> <p>Y5 Music: Mini musical performance</p> <p>Y5 MfL: This is France</p>	<p>ICT: Film-Making 6:</p> <p>PSHE: Mental Health</p> <p>Y5/6 Music: Awards show performance</p> <p>Y6 MfL: Let's visit a French Town</p> <p>Y6 MfL: Let's go shopping</p> <p>Y6 MfL: This is France</p> <p>Y6 MfL :All in a Day</p>	<p>ICT: Using and Applying : Launch your own game 6</p> <p>PSHE: Keeping safe and managing risk</p> <p>Y6 Music: Step Dance performance</p> <p>Y6 Music: Song cycle performance</p> <p>Y6 Music: Street Dance performance</p> <p>Y6 Music: Mini musical performance</p> <p>Y5/6 Music: Leavers assembly performance</p> <p>Y5/6 MfL: All in a Day</p>
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