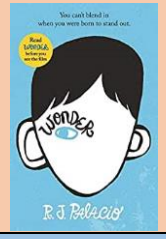
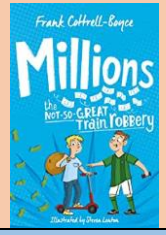
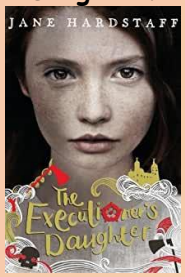
Sycamore, Elm and Oak Class (Years 5 and 6) – Cycle B

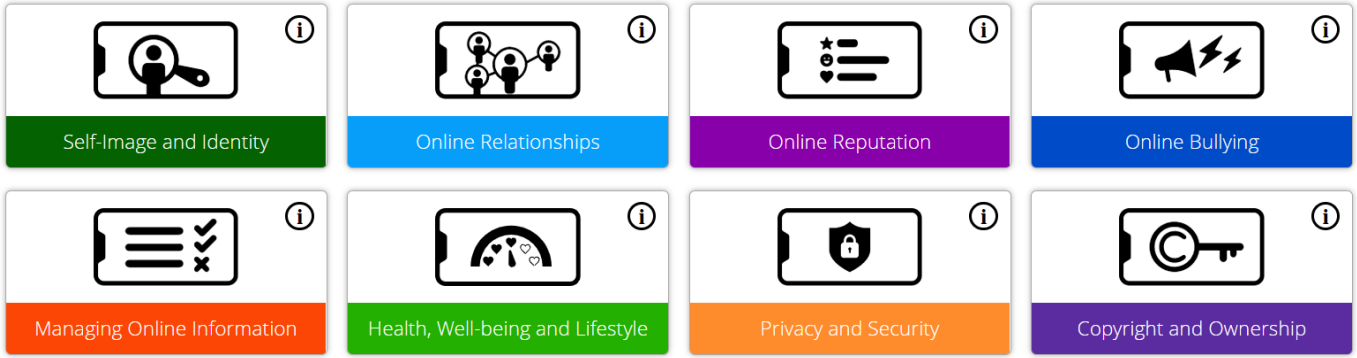
Cycle B	Autumn 1 Week 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY DRIVER	PSHE	Geography		History		History	Science
New Name	Identity	Our Neighbours		Off with their heads!	Britain at War.		Stargazer
Question	If Britain was 100 people… what would it look like?	How do I fit in to my community? (PSHE)		Henry VIII: cool or cruel?	How did both world wars affect life in Britain?		What affect does the sun and moon have on the Earth?
Book		Wonder, Kick, Millions (PSHE) Illegal, The Other Side of the Truth, Welcome to Nowhere (Geography)  		Executioners Daughter. 	Warhorse, The Boy in the Striped Pyjamas, Goodnight Mr Tom.		George's Secret Key to the Universe
Significant People		Nelson Mandela (Purple Mash)			Jesse Owen (Athlete)		Stephen Hawking
ENQUIRY ENHANCER Art/DT	Create and emoji or themselves using computer programme.	Art Express Yourself	DT It's Good To Talk – mobile phone case.	Art Tudor Art incl Holbein	DT Gas mask and case	Art In Flanders Fields WW1 art topic	Art Space Art
Science		Chemistry Properties and Changes in Materials	Physics Forces in Action Great British Scientists: Gears	Biology Life Cycles	Biology Changes and Reproduction	Physics Earth and Space Great British Scientist : Hawking, Black Holes and Gravity.	
Working Scientifically (ongoing development):		Working Scientifically (ongoing development): Identify and classify; observe closely, using simple equipment; perform simple tests; use observation and ideas to suggest answers to questions; gather and record data;					
Computing		Sharing information	Communication	Video editing	Web page creation	Variables in games	Introduction to spreadsheets

Cycle B	Autumn 1 Week 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Online safety is essential to PSHE and computing so this is done throughout the year.					
RE		How do people express their faith through the arts?	Buddhist Worship and Beliefs	Why is Muhammad important to Muslims?	What is a church? Visit a Cathedral		What happens when we die?
Music Charanga!		Happy!	Fresh Prince of Bel Air	A New Year Carol	You've Got a Friend	Music and Me.	Reflect, Rewind and Replay
French		A New Start	Calendar and Celebrations	Animals I like and don't like	Carnival colours and playground games	Breakfast, fruit nouns and a hungry giant	Going on a picnic

PSHE

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE/SMSC/SRE PSHE- Apple	Identity (3wk) Emotions	Relationships	Difficult Situations	Fairness, Justice and What is Right	Change and Loss	
'What do I want to do when I am older?' And 'money'		What decisions can we make with money? What jobs would we like?				
Staying Safe	One world Device Safety		First Aid One World	Device Safety One World Importance of sleep	Device Safety – texting One World	Transition

E Safety Curriculum Overview Cycle B (This will be part of PSHE and Computing lessons)



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed. I can describe simple ways to increase privacy on apps and services that provide privacy settings I know that online services have terms and conditions that govern their use.	I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this. Supplement with: Be Internet Legends "Think before you share"	I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity. I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. I can explain how someone would report online bullying in different contexts.	I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important.	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).	I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). Supplement with Be Internet Legends "Is it Fake?" I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.