
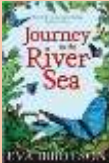





Sycamore, Elm and Oak Class (year 5 and 6) – Cycle B - 2021/22

Cycle B	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY DRIVER	PSHE	PSHE then Geography		History		History	Science
New Name	Identity	Extreme Earth		Off with their heads!	Britain at War.		Stargazer
Question		How do I fit in to my community? (PSHE) Our Earth: friend or foe? (Geography)		King 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)  Journey to the River Sea 		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)		
ENQUIRY ENHANCER Art/DT		Art Express Yourself		Art Tudor Art incl Holbein		Art In Flanders Fields WW1 DT WWII - make a gas mask and case Platinum Jubilee - sew celebratory Bunting	Art Space Art

Science		Chemistry Properties and Changes in Materials	Physics Forces in Action Great British Scientists: Gears (6)	Biology Life cycles	Biology changes and reproduction	Physics Earth and Space Including GB Scientists Lesson on Great British Scientist : Hawking, Black Holes and Gravity (4)
<i>Working Scientifically (ongoing development):</i>	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;					
	Online safety is essential to PSHE and computing so this is done throughout the year.					
RE <i>Visit a Cathedral</i>		How do people express their faith through the arts?	Buddhist Worship and Beliefs	Why is Muhammad important to Muslims?	What is a church?	What happens when we die?
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

Year 5...

SMSC/SRE	See Planning Cycle for Autumn Spring and Summer 1 Curriculum Planning	<p>Summer 2 Growing and Changing Children will learn about the physical changes associated with puberty. They will understand how puberty affects body hygiene and know how to care for their bodies during puberty. They will learn their emotions will change as their bodies do and will learn strategies in how to deal with these.</p>
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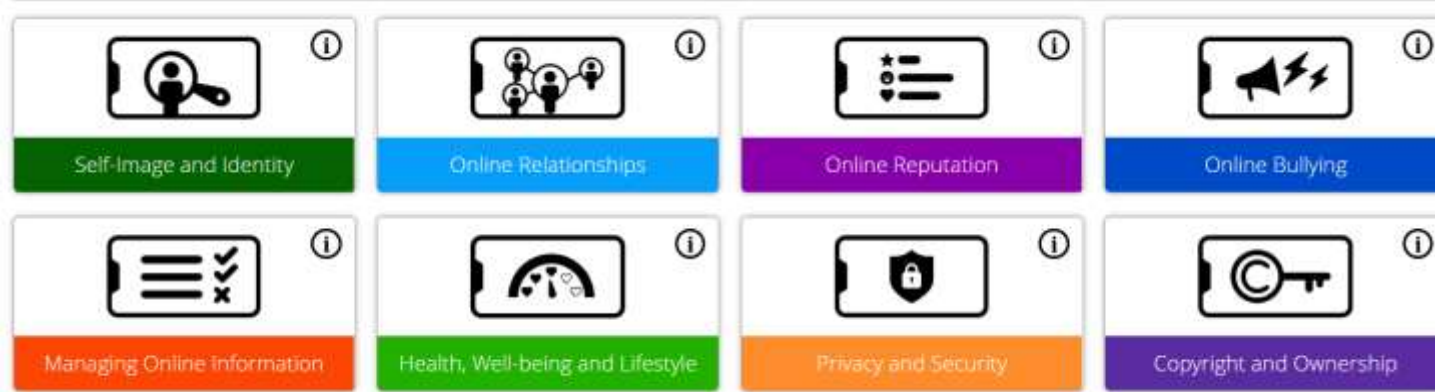
Year 6...

SMSC/SRE	See Planning Cycle for Autumn and Spring Curriculum Planning	<p>Becoming Men and Women Children learn to consider different attitudes and values about gender stereotyping and sexuality. Children can recognize and challenge gender stereotypes. They learn what values are important in relationships for friendships and intimate relationships. As part of their science topic <i>Growing and Changing</i> children learn how a baby is made and grows (conception and pregnancy). They learn about the responsibilities of carers and parents. Children will be able to ask and answer questions about sex and relationships with confidence and will know where to find support and advice if they need it.</p>
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Broadfield Primary School Curriculum Overview – Computing 2021/2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6	Sharing information	Communication	Video editing	Web page creation	Variables in games	Introduction to spreadsheets

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	<p>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.</p> <p>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.</p> <p>I can describe simple ways to increase privacy on apps and services that provide privacy settings</p> <p>I know that online services have terms and</p>	<p>I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</p> <p>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.</p> <p>Supplement with: Be Internet Legends “Think before you share”</p>	<p>I can explain strategies anyone can use to protect their ‘digital personality’ and online reputation, including degrees of anonymity.</p> <p>I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.</p> <p>I can explain how someone would report online bullying in different contexts.</p>	<p>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.</p> <p>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).</p> <p>I can demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important.</p>	<p>I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose.</p> <p>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).</p>	<p>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?”</p> <p>I can demonstrate the use of search tools to find and access online content which can be reused by others.</p> <p>I can demonstrate how to make references to and acknowledge sources I have used from the internet.</p>

conditions that govern their use.						
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Music

	Happy!	Fresh Prince of Bel Air	A New Year Carol	You've Got a Friend	Music and Me.	Reflect, Rewind and Replay
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Outdoor PE

<u>Year Group</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Sycamore and Ash y5	Football And Fitness	Handball And Dance	Tag rugby And Yoga	Athletics And Netball	Cricket And Gymnastics	Rounders And Basketball
Elm and Oak Y5	Football And Fitness	Handball And Dance	Tag rugby And Yoga	Athletics And Gymnastics	Cricket And Netball	Rounders And Hockey

French

	Getting to know you Numbers Colours	Colours Days of the week Months of the year	Animals I like and don't like	Carnival Using numbers Playground games	Fruit and vegetables Hungry giant	Going on a picnic
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