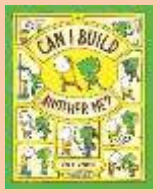
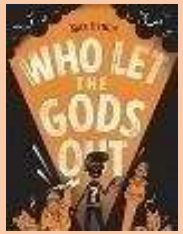
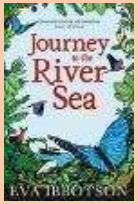
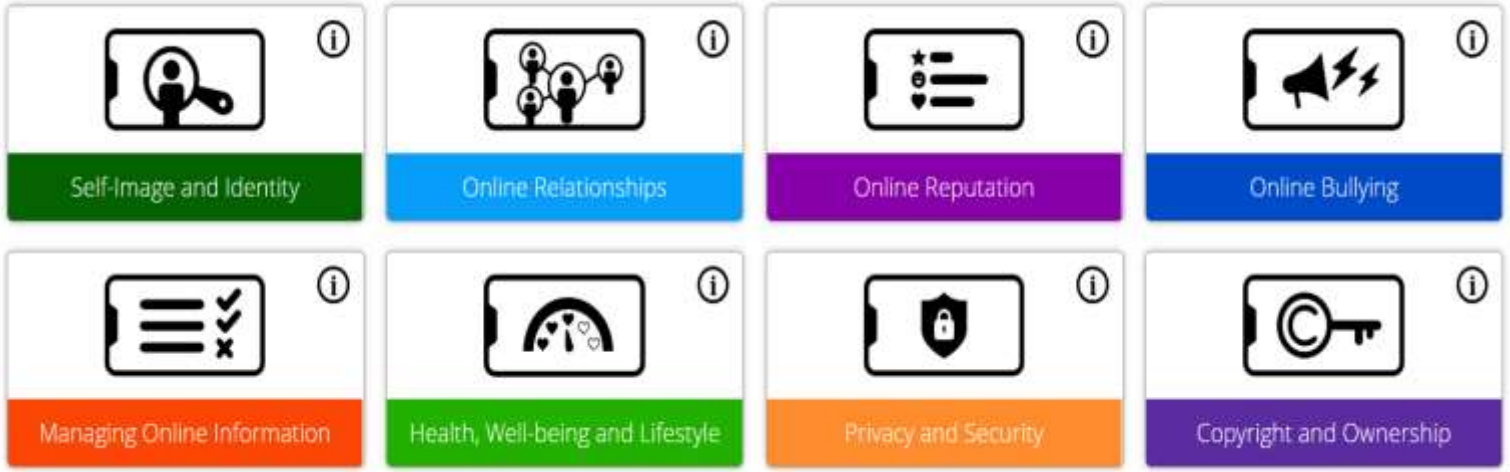
Sycamore, Ash, Elm, Oak (Years 5 and 6) – 2022/23

Cycle A		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Driver	**PSHE**	**PSHE then History**		**History**		**Science**	**Geography**
Name	**Identity**	**Identity then Islamic Civilisations**		**Its All Greek To Me!**		**Blood Heart**	**Extreme Earth**
Question		**Why should we study the Early Islamic Civilisations?**		**What did the Ancient Greeks do for us?**		**Is it possible for a heart to break?**	**Our Earth: friend or foe?**
Book		**Can I Build Another Me?** **The Golden Horseman of Baghdad.**  		**Who Let The Gods Out** 		**Pig heart boy** 	**Journey to the River Sea.** 
Significant people		**Anning, Wallace and Darwin.** **Len Johnson, Matthew Henson**					
Enquiry Enhancer Art/DT		**Art** Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait	**Art** Fashion Design Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.	**DT** **It's all Greek to me!** -Understand how key events and individuals in design and technology have helped shape the world. -Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Make a Parthenon.	**Art** **Brave colour** Exploring how artists use light, form and colour to create immersive environments.	**DT** **Blood Heart** **Cooking and Nutrition** -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. Design and make bread.	**Art** Typography and maps Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.

Writing Genre		Character description (linked to Identity) Narrative (including a setting description and dialogue to advance the action) based on The Arabian Nights stories. Historical report -based on Enquiry Question-How did the achievements of Early Islam contribute to our lives today?	Character description (Medusa, Minotaur, Zeus) Instructions (Link to D.T-Design and make a Greek Theatre Mask) Comparison of life in Modern/Ancient Greece (Historical focus) Non-chronological report Narrative (using Greek myth as stimulus)	How a heart functions-explanation (Link to Science.) Newspaper Report (linked to Class text) Persuasive text/letter (anti-smoking)

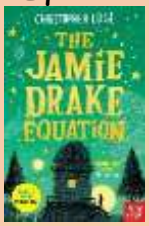
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science ***Working Scientifically (ongoing development):***	**Physics** **Changing circuits**	**Biology** **Evolution and inheritance**	**Physics** **Seeing Light**	**Biology** **Classifying organisms**	**Biology** **Healthy bodies**	
	***Working 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;*					
RE **Trip to a synagogue**	What is the Qur'an and why is it important for Muslims?		Jewish worship and community	Where did the Christian bible come from?	Sikh worship and community	
PSHE/SMSC/SRE PSHE-Zippy	**Identity 3 wk** **Emotions**		**Relationships**		**Difficult situations**	
'What do I want to do when I am older?' and 'Money'				**Money**		**Y6 Growing Up** **Y5 Be Yourself**
Staying safe	Keeping safe online	Keeping safe online Bonfire and Firework Safety Safety First including: Peer Pressure and What To Do In An Emergency	Keeping safe online	Keeping safe online	Keeping safe online	Keeping safe online

SRE		Year 5 Girls Menstrual Cycle and Hygiene Boys Puberty and Hygiene				Year 6 Girls - Changing Bodies Boys – Changing Bodies
Computing	**Creating media – vector drawings**	**Flat-file databases**	**Selection in quizzes**	**Selection in physical computing**	**3D modelling**	**Sensing**
E-safety	**<u>E Safety Curriculum Overview Cycle A – Taught during PSHE and Computing Lessons</u>** 					
	I can explain how identity online can be copied, modified or altered. I can demonstrate how to make responsible choices about having an online identity.	I can explain that there are some people I communicate with online who may want to do me or my friends harm. I can recognise that this is not my / our fault. I can describe some of the ways	I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect Supplement with Be Internet	I can recognise online bullying can be different to bullying in the physical world and can describe some of those differences. I can identify a range of ways to report concerns and access	I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'. I can describe how fake news may affect someone's	I can describe ways technology can affect health and well-being both positively (e.g. mindfulness apps) and negatively. I can explain how and why some apps and games may request or

		depending on context. I can explain what a strong password is and demonstrate how to create one. (Use https://www.security.org/how-secure-is-my-password/) to experiment with passwords and show the difference between strong and weak passwords.	people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups). I can demonstrate how to support others (including those who are having difficulties) online.	Legends activity: "How do others see us?" I can search for information about an individual online and summarise the information found.	support both in school and at home about online bullying I can explain how to block abusive users. I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.	emotions and behaviour, and explain why this may be harmful I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. Supplement with Be Internet Legends lesson "Check it's for Real"	take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing. I can give examples of content that is permitted to be reused and know how this content can be found online.
Music		Living on a prayer	Classroom jazz	Make you feel my love	Classroom jazz 2	Dancing in the street	Reflect, rewind and replay
P.E. Year 5		Football Fitness	Handball Dance	Tag rugby Yoga	Athletics Netball	Cricket Gymnastics	Rounders Basketball
P.E. Year 6		Football Fitness	Handball Dance	Tag rugby Yoga	Athletics Gymnastics	Cricket Netball	Rounders Hockey
French	Sycamore and Ash Y5	Welcome to School Superlearners Asking someone's name/age Classroom objects	My local Area Your local area Commands, actions Shops, signs, directions	Family Tree Faces Epiphany time Family names Parts of my face	Celebrating Carnival Body Parts Carnival of animals Parts of the body Asking have you?	Feeling Unwell Jungle Animals I don't feel well Animal descriptions	Weather Ice creams Asking/answering simple weather phrases Asking for an ice cream flavour

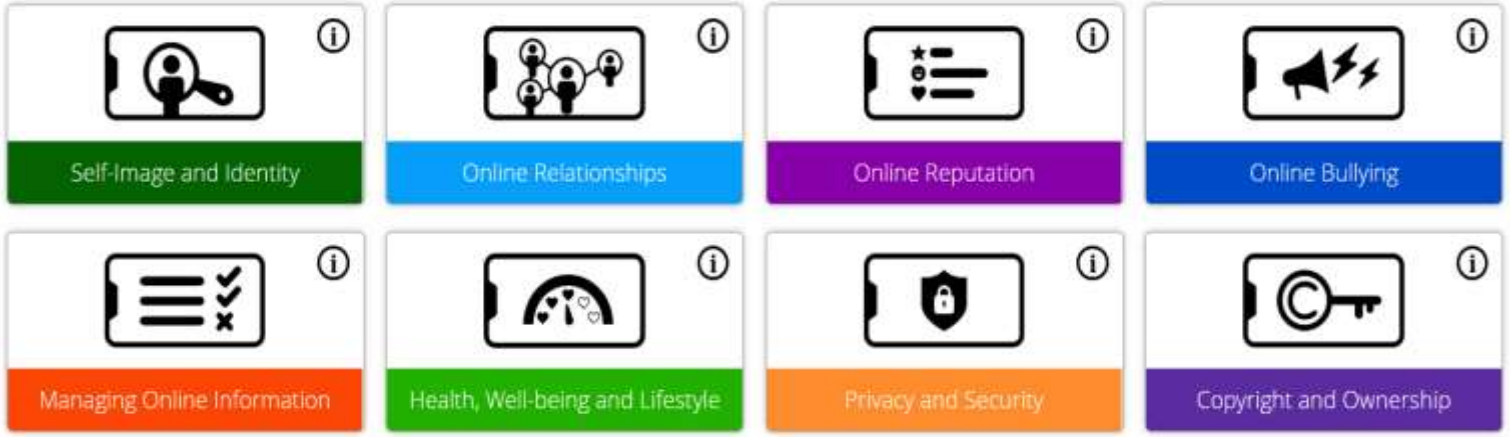
	Elm and Oak Y6	**Welcome to School Superlearners** Asking someone's name/age Classroom objects	**My local Area Your local area** Commands, actions Shops, signs, directions	**Celebrating Carnival Body Parts** Carnival of animals Parts of the body Asking have you?	**Celebrating Carnival Body Parts** Carnival of animals Parts of the body Asking have you?	**Feeling Unwell Jungle Animals** I don't feel well Animal descriptions	**Weather Ice creams** Asking/answering simple weather phrases Asking for an ice cream flavour

Sycamore, Ash, Elm, Oak (Years 5 and 6) – 2023/24

Cycle B		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Driver	**PSHE**	**PSHE then Geography**		**History**			**Stargazer**
New Name	**Identity**	**Identity then A Walk through Europe**		**Off with their heads!**	**Britain at War.**		
Question		**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-PSHE, No Ballet Shoes in Syria (Geography)**		**Executioners Daughter.**	**Warhorse WWI Once (WWII)**		**The Jamie Drake Equation** 
Significant people		**Nelson Mandela**			**Walter Tull**		**Stephen Hawking Maggie Oderin-Pocock**
Enquiry Enhancer Art/DT		**Art** **Take a seat** Explore how craftspeople and designers bring personality to their work.	**DT** **A Walk Through Europe.** -Generate a range of design ideas with a target group in mind. -Make a paper template. -Practise using different types of stitches and choose the best one. Sew a mobile phone case.	**Art** 2D drawing to 3D making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	**DT** **A Child's War** -Understand how key events in D&T have helped shape the world. -Communicate their ideas through prototypes and computer-aided design. Make a child-friendly gas mask and case.	**Art** **Activism** Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	**Art** **Space Art** **Retro-Futurism**

Writing Genre	Octopoem/Poetry Autobiographical Character description If Britain were 100 people(PSHE) Black History focus-significant people of colour-biographies/Floella Benjamin, Harriet Tubman, Rosa Parks, Mary Seacole Diary entry (linked to Kick/Wonder) Explanation text (Science focus)	Character description (King Henry V11) Setting description (including dialogue to advance the action) Lady Jane Grey Non-chronological report -Terrible Tudors	Letter (from the trenches) Instructional text How to make a gas mask Setting description (including dialogue) based on a variety of stimuli-Beyond the Lines/Dulce Est Decorum Est (poem)	Explanation text (How the Phases of the Moon are created/How night and day are formed) Mini-Biography-Stephen Hawking/Maggie Aderin-Pocock Fantasy Narrative-setting/character description-Pandora (Literacy Shed)	

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science ***Working Scientifically (ongoing development):***	**Chemistry** **Properties and changes in materials**	**Physics** **Forces in action**	**Biology** **Life explorers** **Changes, Growth and Reproduction**		**Physics** **Earth and space**	
	***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;*					
RE **Visit a Cathedral**	How do people express their faith through the arts?	Buddhist worship and beliefs	Justice and freedom	What is a church?		What happens when we die?
PSHE/SMSC/SRE PSHE-Zippy	Identity 3 wk Fairness, justice and what is right		Difficult situations		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?	One world	One world		Y6 Growing Up Y5 Be Yourself

Staying safe	Keeping safe online Drug and Alcohol Education	Keeping safe online First Aid Safety First including: Peer Pressure and What To Do In An Emergency	Keeping safe online	Keeping safe online Sleep		Keeping safe online
SRE		Year 5 Girls Menstrual Cycle and Hygiene Boys Puberty and Hygiene				Year 6 Girls - Changing Bodies Boys – Changing Bodies
Computing	**Sharing information**	**Communication**	**Introduction to spreadsheets**	**Video editing**	**Web page creation**	**Variables in games**
E-safety	**E Safety Curriculum Overview Cycle B – Taught during PSHE and Computing Lessons** 					
	I can identify and critically evaluate online content relating to gender, race, religion, disability, culture	**I can describe how things shared privately online can have unintended consequences for**	**I can explain strategies anyone can use to protect their 'digital personality' and online reputation,**	**I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the**	**I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental**	**I can describe ways in which some online content targets people to gain money or information**

	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	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"	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.	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.	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).	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.

		conditions that govern their use.					
Music		**Happy**	**Fresh Prince of Bel Air**	**A new year carol**	**You've got a friend**	**Music and me**	**Reflect, Rewind and Replay**
P.E. Year 5		**Football Fitness**	**Handball Dance**	**Tag rugby Yoga**	**Athletics Netball**	**Cricket Gymnastics**	**Rounders Basketball**
P.E. Year 6		**Football Fitness**	**Handball Dance**	**Tag rugby Yoga**	**Athletics Gymnastics**	**Cricket Netball**	**Rounders Hockey**
French	**Sycamore and Ash Y5**	**My School, My Subject.** School subjects, my opinions	**Time in the City** Where I live, where you live Christmas	**Healthy Eating** Going to the market New Year celebrations	**Carnival** Colours Fashion shows Clothes description	**Out of this world** Traveller's survival guide Countries	**Going to the Seaside** Beach clothes Sports Foods
	Elm and Oak Y6	**My School, My Subject.** School subjects, my opinions	**Time in the City** Where I live, where you live Christmas	**Healthy Eating** Going to the market New Year celebrations	**Carnival** Colours Fashion shows Clothes description	**Out of this world** Traveller's survival guide Countries	**Going to the Seaside** Beach clothes Sports Foods