

YEAR A YEARS 5 AND 6	AUTUMN		SPRING		SUMMER	
	Great People	What can we learn from Stories?	How do we Solve Problems?	How did That Happen? From Dinosaurs to the Moon	Water, water everywhere	What can we Learn from our local area
Starter/Visit	Time and Tide Museum	Viking Re-Enactment group		Gressenhall Museum	Norfolk Broads, Carlton Marshes	Time and Tide
English Purposes for writing Writing to entertain: Narrative, Description, Poetry Writing to inform: Report, Newspaper, Biography, Essay Writing to persuade: Advertising Speech or Campaign, Letter, Poster Writing to discuss: Argument, Newspaper review	The Space Race Science-fiction stories Non-chronological reports Fact files - planets Space poems	Beowulf/similar myth Descriptions of characters and settings Biography of Beowulf	Explanations - parts of the body, forces Instructions Poetry - Twinkle Twinkle Planet Blue	Newspaper report Advertising campaign (Living on the Moon) Biography	Drama techniques Settings Choral performance The Lady of Shallot Narrative poems Structure Balanced argument about saving water	Interviews and discussion with community Group research and presentations Persuasive letter about conserving the local environment
Reading	Explicit teaching of comprehension skills based on high quality literature, including: The Graveyard Book, Private Peaceful, Wonder, non-fiction texts relevant to topic Explicit teaching of comprehension skills based on Reading Explorers Skills taught and reinforced: Vocabulary, Infer, Predict, Explain, Retrieve, Summarise					
SPAG focus	Difference between plural and possessive -s Standard English form for verb inflections (We were instead of We was, I did instead of I done) Noun phrases expanded by the addition of modifying nouns, adjectives and preposition phrases (the teacher becomes the strict teacher, with curly hair) Fronted adverbials (Later that day, Before this) Use of paragraphs to order an idea around a theme Appropriate choice of noun or pronoun within and across sentences Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession (the girls' toys) Use of commas after fronted adverbials			Converting nouns or adjectives into verbs using suffixes (-ate, -ify) Verb prefixes (dis-, de-, mis-, over-, re-) Relative clauses (who, where, which, when, that) Indicating degrees of possibility using adverbs (perhaps, surely) or modal verbs (would, could, should, must) Devices to build cohesion within a paragraph (then, after that, firstly) Linking ideas across paragraphs using adverbials of time, place and number Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity		
Maths	<i>See Rising Stars Maths Curriculum</i>					
RE	How does Jesus inspire Christians?	How do Christians bring hope at Christmas?	How does worshipping God make a difference to Hindus?	Can one person change the world?	How does the Holy Spirit transform people?	Does religion bring peace or conflict?
Science	Earth and space Pupils should be taught to: <ul style="list-style-type: none"> - describe the movement of the Earth, and other planets, relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	Living things and their habitats Pupils should be taught to: <ul style="list-style-type: none"> - 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. 	Properties and changes of materials Pupils should be taught to: <ul style="list-style-type: none"> - compare and group together everyday materials on the basis of their properties - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases to decide how mixtures might be separated - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible 		Forces Pupils should be taught to: <ul style="list-style-type: none"> - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	Animals, including humans Pupils should be taught to: <ul style="list-style-type: none"> - describe the changes as humans develop to old age Sex and Relationships Education

History	Viking and Anglo Saxon struggles for power		Non-European Society (e.g. Maya) – Who was making history in faraway places?		Local History Study- History of Belton, Human geography of Belton, Local Fishing Industry, Norfolk Broads, Burgh Castle	
Geography		Locational Knowledge - locate world countries	Locational Knowledge - position and significance of lines of longitude and latitude and time zones	Human and physical geography - trade links, natural resources including energy, food, minerals & water	Human and physical geography - trade links, natural resources including energy, food, minerals & water	
Computing	Use logical reasoning to explain how some simple algorithms work Select, use and combine software on a range of digital devices Digital Literacy - appreciate how search results are ranked		Computer Science - solve problems by decomposing them into smaller parts, use selection. Use logical reasoning to detect and correct errors in algorithms IT - use and combine software Digital Literacy - be discerning in evaluating digital content and conditions		Computer Science - work with variables IT - combine a variety of software to accomplish given goals, analyse and evaluate data, design system Digital Literacy - understand the opportunities computer networks offer for collaboration	
DT	Electric control - make a moon buggy, spacesuit	Textiles - investigate and make an item of Viking clothing or design a Viking tapestry		Cooking and nutrition		
Art and Design	Painting & Printing – space related	Sculpture – Viking Shield/Mayan masks		Artists Drawing & Collage		
Music	Ensemble percussion: rhythms combined/structured using plant/space words, Holst Planet Suite to listen to and appraise Descriptive percussion ensemble: improvisation – compositions: space music sequences – recorded using graphic score	African drumming, songs/dances world music Tuned instruments – oriental effects - using notated rhythms -create ideas using pentatonic scales		Samba band / street music, ensemble structures, carnival Jazz and blues: tuned instrument ensembles – improvisations – compositions/structures using jazz scales		
MFL	Revision of Year 3/ Year 4 Core units as necessary Hobbies, music and musical instruments	Eating out - Ordering food and drink	Seasons - Four seasons, seasonal activities and saying the date	The Environment - The weather, garden creatures and recycling	A School Trip - Words associated with trips to the museum and the countryside	On Holiday - Where they are going and what they are doing
PE	Invasion Games Basketball, football, netball, hockey, rugby, table tennis	Gymnastics Use of Flexibility, technique, control and balance, creativity	MTM/ETM Movement/exercise to music/dance	Outdoor & Adventurous activities	Striking and fielding Rounder's, cricket, T-abll	Athletics (Learning the technique of running 60m.-100m, starting position using starting blocks; shot put, disc, jumping, long jump, throwing, hurdles, relay race)