

YEAR B YEARS 5 AND 6	AUTUMN		SPRING		SUMMER	
	Great Places	How have humans changed our world?	Healthy Body, Healthy Mind	From Stonehenge to the Shard	The Air We Breathe	People from Around the World
Starter/Visit	Cambridge Polar Museum		Gressenhall.			
English	Race to the South Pole Playscripts Persuasive - job application letter Recounts - diary entry News reports	Evolution/history of language Instructions - building a castle Explanations What Are We Fighting For, First World War Poetry	Debates, balanced arguments Persuasive writing Advertising	The Highwayman Biographies Writing from other perspectives Storyboarding Performance poetry	The Graveyard Book Spooky stories Debates/balanced arguments	Explanations Persuasive - leaflets, letters Debates/balanced arguments - use of school grounds Crazy Classrooms, Heard It In The Playground
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	See Rising Stars Maths Curriculum					
RE	Who or what is God?	Who or what is God? (cont.)	Why is there suffering?	In what ways do virtues serve people in this life and the next?	Is it ever right to use violence?	Does God have a plan for people?
Science	Evolution and inheritance Pupils should be taught to: <ul style="list-style-type: none"> - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	Living things and their habitats Pupils should be taught to: <ul style="list-style-type: none"> - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics. 	Animals including humans Pupils should be taught to: <ul style="list-style-type: none"> - 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. 	Light Pupils should be taught to: <ul style="list-style-type: none"> - recognise that light appears to travel in straight lines - 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 - 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 - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	Electricity Pupils should be taught to: <ul style="list-style-type: none"> - associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram. Sex and relationships education	
History	Aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Captain Scott and The Antarctic		Study of Victorian England			
Geography	Antarctica: physical geography, animals, continents, countries and oceans		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	

Computing	Using the internet safely, responsibly and respectfully.	Understand the use of networks, how to use them safely and sensibly along with their purpose.	Coding - Scratch, Code Combat, studio.code. How to write code, identify errors and fix bugs in coding.	Coding - Scratch, Code Combat, studio.code. How to write code, identify errors and fix bugs in coding	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
DT, Art and Design	Landscape drawings using pencils and charcoal.		Trench art and dioramas		Clay sculptures - focus on using art to display empathy	
Music	Rainforest descriptive sound effects and rhythms - ensemble percussion – children lead. conservation songs		Tuned instruments: chords – cycle of 5ths structures e.g. tonic/dominant/subdominant /tonic		Rhythmic reflections – performance creating music for a ceremony/leavers’ assembly	
MFL	Revision of Year 3 and 4 core units as necessary Actions - Action verbs and simple adverbs	Family - Household tasks and family based weekend activities Christmas	France - Cities in France, French food and tourist attractions	Paris - Tourist attractions in Paris	A Weekend with Friends - Activities that the children like to do with their friends	Jobs - Jobs that the children would like to do, job titles and work places
PE	Invasion Games (Basketball, Football, Netball, Hockey, Rugby, Table tennis)	Gymnastics (use of Flexibility, technique, control and balance, creativity)	ETM/exercise to music/Dance	Outdoor & Adventurous activities	Striking and fielding (Rounder’s, Cricket, T-Ball)	Athletics Learning the technique of running 60m.-100m, starting position using starting blocks; shot put, disc, jumping, long jump, throwing, hurdles, relay race