

	YEAR FIVE			YEAR SIX		
	Autumn	Spring	Summer	Autumn	Spring	Summer
TOPIC TITLE	Pharoahs A study of the Ancient Egyptian Civilisation	Revolution A study of Victorian Britain	Allotment	Hola Mexico A study of the Ancient Mayan Civilisation	Frozen Kingdom	Local History Study - St Giles first world war memorial
READING TEXT	<b>The Phoenix Code</b> (Secrets of the Tombs) <b>The Egyptian Echo</b> (Newspaper History) Paul Dowsell	<b>Street Child</b> by Berlie Doherty	<b>The Secret Garden</b> Frances Hodgson Burnett	<b>Holes</b> by Louis Sachar	<b>Shackleton's Journey</b> by William Girill <b>The Titanic Detective Agency</b> by Lindsay Littleton <b>The Explorer</b> by Katherine Rundell	<b>Private Peaceful</b> by Michael Morpurgo
ENGLISH	<b><u>The Write Stuff by Jane Considine</u></b> Writing to entertain: story, creative viewpoint from a story, story picture or film. Writing to inform: Newspaper report. Writing to persuade: formal letter to persuade. Writing to discuss: diary entry.			<b><u>The Write Stuff by Jane Considine</u></b> Writing to entertain: story, creative viewpoint from a story, story picture or film. Writing to inform: Newspaper report. Writing to persuade: formal letter to persuade. Writing to discuss: journal entry.		
	Handwriting: Penpals Scheme Spelling: No Nonsense Spellings			Handwriting: Penpals Scheme Spelling: No Nonsense Spellings		
MATHS	Number and place value (count, read, write, order and compare up to 1,000,000, positive and negative numbers, Roman numerals to 1000 including years), addition, subtraction, multiplication and division, fractions (compare and order, convert proper and improper, add and subtract)	Fractions, decimals and percentages (add/subtract/multiply fractions, percentages of amounts), measure (area, perimeter, volume, converting units of metric measure), 2D and 3D shapes	Measure (time), Timetables, angles (draw given angles, calculate missing angles in shapes/at points), reflection, translation, coordinates, present and interpret information from line graphs and tables.	Number and place value (count, read, write, order and compare numbers to 10,000,000, use negative numbers in context and round to any degree of accuracy), addition, subtraction, multiplication, division, fractions (simplify, add, subtract, multiply and divide fractions)	Fractions, decimals and percentages, ratio and proportion, 3D shapes and nets, 2D shapes and parts of a circle, angles, area, perimeter, volume, translation, reflection and coordinates, pie charts and line graphs, convert between miles and km.	Revision of all year 6 content, Y6 business enterprise project.
SCIENCE	Forces (Physics)	Changes of Materials (Chemistry)	Living Things and Their Habitats (Biology)	Looking after our environment (Biology)	Light (Physics)	Living Things & Their Habitats (Biology)
	Earth & Space (Physics)	Properties of Materials (Chemistry)	Animals including humans (Biology)	Electricity (Physics)	Evolution & Inheritance (Biology)	Animals, including humans (Biology)

WIDER CURRICULUM						
HISTORY	The Ancient Egyptian Civilisation	Queen Victoria and Victorian Britain		The Ancient Mayan Civilisation	Polar Explorers and The Titanic	World War one and our local memorial.
Black History Month	Significant Individuals / Events: Windrush arrival and the Notting Hill carnival. Theme: <b>Immigration and British culture:</b> To learn about how modern Britain has been shaped by black culture.			Significant Individual: Nelson Mandela, Martin Luther King, Mohandas Gandhi, Diane Abbot Theme: <b>Discrimination and perseverance in politics</b>		
GEOGRAPHY	The world's natural resources, the importance of the river Nile, economic trade	Migration	The Earth's biomes, topography and agriculture	Geographical landscapes of Mexico and deserts	The Earth's geographic grid system, time zones and a study of the polar regions	Europe, the landscape of the local area.
ART AND DESIGN	<b>Sculpture</b>	<b>Painting and Printing</b>	<b>Drawing Techniques</b>	<b>Sculpture</b>	<b>Drawing Techniques:</b>	<b>Painting and Printing:</b>
	<b>Sculpture</b> The human form	The arts and craft movement	Botanical art and still life	Maya Stelae and Ceramics	Arctic Animals	WW1 Paintings
DESIGN AND TECHNOLOGY	<b>Textiles:</b> Design and make a mobile phone holder	<b>Computer aided design:</b> Victorian toy and gear mechanisms	Electrical systems, designing and making a propagator: Seasonality, fair trade and cooking and nutrition: savoury blended soup.	Cooking and nutrition: Healthy baking and blending (Mexican Christmas bread and Guacamole)	Materials: designing and making a bag for a polar expedition	Enterprise
P.E	Fitness and Dance Swimming	Gymnastics and Netball	Athletics and Tennis	Fitness and Dance	Gymnastics and Dodgeball	Athletics and Cricket
	Keeping Fit and Healthy			Keeping Fit and Healthy		
COMPUTING	3D modelling	Databases and digital presentation skills	Coding	Effective searching	Coding	Software: green screen, imovie
MUSIC  CHARANGA ENGLISH MUSIC MODEL CURRICULUM	<u><b>Unit 1: Melody and Harmony in Music</b></u> A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Can you hear the difference?	<u><b>Unit 3: Composing and Chords</b></u> If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.	<u><b>Unit 5: Freedom to Improvise</b></u> Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).	<u><b>Unit 1: Music and Technology</b></u> Nowadays, music and songs are often created and composed using a DAW (Digital Audio Workstation). In all the units of work, there is a combination of live instruments with a DAW. Can you tell the difference between the live sounds and digital sounds? The YuStudio projects in the Yustudio tab will teach you invaluable skills in music production that will enrich and enhance your musical journey and inspire your	<u><b>Unit 3: Creative Composition</b></u> By using chords in compositions, we can create music that is more harmonically interesting. We can also create accompaniment for a melody using chords. Explore how chords are used within the music in this unit by listening and responding to La Bamba and looking at the composition extension activities for Disco Fever.	<u><b>Unit 5: Improvising with Confidence</b></u> You are now confident improvisers! You can create your own personal musical ideas. When you improvise in this unit, think about phrasing and dynamics. A 'phrase' is sort of like a 'musical sentence'. Sometimes, a melody is made up of many phrases - just like a paragraph is made up of many sentences. Explore how phrases fit together to make a melody. By changing the dynamics of music, we can make the

				creativity		music more interesting. Sometimes, gradual changes from soft to loud ('crescendo') or from loud to soft ('diminuendo') can help make music more exciting.
	<b><u>Unit 2: Sing and Play in Different Styles</u></b> Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat - or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit.	<b><u>Unit 4: Enjoying Musical Styles</u></b> There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.	<b><u>Unit 6: Battle of the Bands!</u></b> Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally, and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts. Enjoy	<b><u>Unit 2: Developing Ensemble Skills</u></b> You are all used to singing and playing together in a band or ensemble now. You will have gained confidence, so when you are playing together in this unit make sure to use dynamics and expression, read a notated instrumental part. Make sure you listen to one another and follow the leader if there is one. By changing the dynamics of music, we can make the music more interesting. Sometimes, gradual changes from soft to loud ("crescendo") or from loud to soft ("decrescendo") can help make music more exciting.	<b><u>Unit 4: Musical Styles Connect Us</u></b> Music is powerful and brings people from different backgrounds and parts of the world together. When we dance, sing and play, we can all share ideas and it helps us to come together. Explore how the different styles of music in this unit developed from different social themes	<b><u>Unit 6: Farewell Tour This is your last</u></b> performance before you move to high school. It will be a special performance, so take time to plan and include the songs and music that represent your class. You might perform in small groups or bands and as a whole class. Remember - band parts are available. Enjoy this performance!
R.E	What does it mean if Christians believe God is holy and loving?  An enquiry into visiting places of worship.	Hindu, Jewish and Islamic prayer: What? When? How? Where? Why? (Muslims, Jews)  What do Christians believe Jesus did to save human beings?	What can we learn from religion about temptation? (Christians, Muslims)  For Christians, what kind of king was Jesus?	Christians and how to live: 'What would Jesus do?'  What will make Sandwell a more respectful community? (Many religions)	Christian Aid and Islamic Relief: can they change the world? (Christians, Muslims)  Why do Hindus want to be good? (Hinduism)	What impact do people's beliefs have in their lives? Spiritual Expression  Can religions help people when times get hard? (Christian, Hindu, non-religious)
MFL	<b>Spanish</b> Phonetics 1 and 3 (C) Recap- selection of core vocabulary lessons (E) Transport (E)	<b>Spanish</b> Presenting Myself (I) Family (I)	<b>Spanish</b> Clothes (I) At the cafe (I)	<b>Spanish</b> Phonetics 1 and 4 (C) Recap- selection of core vocabulary lessons (E) Minibeasts (E)	<b>Spanish</b> The date (I)  Do you have a pet? (I)	<b>Spanish</b> Goldilocks and the three Bears (I)  At school/At the weekend (P)
RHE Main Scheme -	<b>Being me in My World</b> - Know what I value most about school, understand rights and responsibilities as a citizen of	<b>Dreams and Goals</b> - Understand impotence of money, identify a job for the future and what	<b>Relationships</b> - recognise personal qualities I possess, understand rights and responsibilities when online,	<b>Being me in My World</b> - Identify goals for the year, know there are universal right for children	<b>Dreams and Goals</b> - Know learning strengths and use these to set realistic goals, identify	<b>Relationships</b> - Know it is important to take care of mental health, understand there are different

Jigsaw	<p>my country and school, understand democracy.</p> <p><b>Celebrating Differences</b> - Understand what racism is, explain difference between direct and indirect bullying, understand different cultures.</p>	<p>motivates me to do this, understand we can learn from people in different cultures.</p> <p><b>Healthy Me</b> - Know the health risks of smoking, know risks of misusing drugs and alcohol, put into practice basic first aid procedures including recovery position</p>	<p>recognise when I am having too much screen time</p> <p><b>Changing Me</b> - Know how to develop self esteem, describe how bodies change during puberty, identify how becoming a teenager brings growing responsibilities</p>	<p>but some of these rights are not met, make informed choices about behaviour</p> <p><b>Celebrating Differences</b> - What does 'normal mean', understand reasons why people use bullying behaviours, give examples of people with disabilities who have lead amazing lives.</p>	<p>problems in the world which concern me, describe ways I can make the world a better place</p> <p><b>Healthy Me</b> - Take responsibility for my health, understand some people can be exploited to do things against the law, understand what it means to be emotionally well.</p>	<p>stages of grief and different types of loss, I recognise whether something online is safe and helpful for me.</p> <p><b>Changing Me</b> - Being aware of own self image and body image, describe how a bay changes from conception to birth, identity what I am looking forward to in secondary school</p>
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