

Study Overview						
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Art	Still life		Viking sagas		Pointillism	
English	Classical fiction Biographies and autobiographies Recounts Instructions and explanations Travel writing Observational poetry Classic poems Reading and learning poems		Short spooky stories Drama Faraway fiction Argument and debate Reports and journalistic writing Reference text Poetic styles Poems on a theme		Classic fictions Short stories Modern classic fiction Letters and correspondence Persuasive writing Non chronological reports Poems on a theme Debate Poems The power of imagery	
Computing	Design a computer animation	Understand E-Safety	Use a computer to create geometric shapes and repeating patterns.	Improve debugging skills. Programming concepts	Design software for a specification	Understand how modern technology affect society. Design some technology that would improve something.
Mathematics	Place Value Addition and Subtraction Statistics Multiplication and Division Perimeter and Area		Multiplication and Division Fractions Decimals and Percentages		Decimals Properties of Shape Position and Direction Converting units Volume	
Geography	Map skills Reading co-ordinates		Climate change Environmental quality survey (analysis of land, local school/ area)		Regional comparison across European counties and cities	
Religious Education	Why do some people think that God exists?	If God is everywhere, why go to a place of worship?	What would Jesus do ? Can we live by the values of Jesus in the 21 st century?		What does it mean to be Muslim in Britain today ?	
PE	Core Skills Swimming & Water Safety	Gymnastics Swimming & Water Safety	Dance Swimming & Water Safety	Team Games Swimming & Water Safety	Striking and Fielding Games Swimming & Water Safety	Athletics Swimming & Water Safety
PSHE	Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity Transition
Science	Planets		Gravity and Materials		Lifecycles	
Design & Technology	Biscuits for Charity Story scene in a shoe box		Viking long boats Shield designs		We are Lighting designers Create moving robots-enter commands & use sensors-	
History	World War 1		Vikings		Important historical dates in countries of Europe.	
Music						
Lessons delivered by Warwickshire County Music service						
Modern Foreign Languages	1) Spanish 2) Polish		1) Italian 2) German		1) Mandarin 2) French	
Country study						

	Autumn Term 1&2 Year 5: Still living Year 6: Mayan artwork	Spring Term 1&2 Year 5: Viking sagas Year 6: Pirates	Summer Term 1&2 Year 5: Pointillism Year 6: People
Skills and knowledge	<ul style="list-style-type: none"> To use a range of materials creatively to be able to design and make products. To be able to give details about the style of some notable artists, artisans and designers. To create original pieces that show a range of influences and styles To be able to give an opinion on a piece of artwork. To express ideas in a variety of ways. To adapt and refine ideas as they progress. To be able to spot the potential in unexpected results as work progresses. To be able to comment on artworks with a fluent grasp of visual language. <p>Drawing</p> <ul style="list-style-type: none"> To be able to draw lines of different size or thickness to sketch and shade. To be able to choose a technique to depict movement, perspective, shadows and reflection. To be able to add lines to show movement. To be able to use different hardness’s of pencils to show line, tone and texture. To be able to annotate sketches to explain and elaborate ideas. <p>Sculpture</p> <ul style="list-style-type: none"> To use a combination of shapes in artwork and to include lines and texture. To ensure the use of frameworks such as: wire or moulds to prove stability or form. To be able to use clay and other mouldable materials in my artwork. To be able to show life-like qualities and real-life proportions. To be able to use tools to carve and assemble shapes and texture and pattern. 	<ul style="list-style-type: none"> To use a range of materials creatively to be able to design and make products. To be able to give details about the style of some notable artists, artisans and designers. To create original pieces that show a range of influences and styles To be able to give an opinion on a piece of artwork. To express ideas in a variety of ways. To adapt and refine ideas as they progress. To be able to spot the potential in unexpected results as work progresses. To be able to comment on artworks with a fluent grasp of visual language. <p>Drawing</p> <ul style="list-style-type: none"> To be able to draw lines of different size or thickness to sketch and shade. To be able to choose a technique to depict movement, perspective, shadows and reflection. To be able to add lines to show movement. To be able to use different hardness’s of pencils to show line, tone and texture. To be able to annotate sketches to explain and elaborate ideas <p>Collage and textiles</p> <ul style="list-style-type: none"> To be able mix textures for effect by combining tactile and visual qualities. To weave materials together to make patterns and to be able to do a basic cross stitch. To be able to use ceramic mosaic materials and techniques. <p>Print</p> <ul style="list-style-type: none"> To be able to use varied objects or equipment to make prints. To attempt to mimic prints from the environment ie. wallpaper. To be able to create an accurate pattern by showing fine detail. To be able to make printing blocks (plaster cast print, monoprints, marbling. 	<ul style="list-style-type: none"> To use a range of materials creatively to be able to design and make products. To be able to give details about the style of some notable artists, artisans and designers. To create original pieces that show a range of influences and styles To be able to give an opinion on a piece of artwork. To express ideas in a variety of ways. To adapt and refine ideas as they progress. To be able to spot the potential in unexpected results as work progresses. To be able to comment on artworks with a fluent grasp of visual language. <p>Painting</p> <ul style="list-style-type: none"> To be able to use varied size and thickness of paintbrushes and to be able to sketch lightly before painting. To be able to combine colours, tones and tints to enhance the mood of a piece. To be able to use the qualities of water colour or acrylic paints to create visually interesting pieces. To be able to make secondary colours from using primary colours. To be able to mix colours effectively. To develop a personal style for painting. <p>Digital media</p> <ul style="list-style-type: none"> To be able to use a wide range of tools using IT to create different textures, lines, tones, colours and shapes. To be able to use different effects within an I.T paint package. To be able to create and edit images using various software and explain how they were created. To be able to enhance digital media by editing and altering images . To be able to produce collages and original structures
Key Assessments	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment
Important literacy and numeracy developed this year	<p>Literacy: To be able to write instructions in cooking or making a design.</p> <p>Numeracy: Maths using measurements and numbers.</p>		
Wider Skills	<ul style="list-style-type: none"> History: Viking artefacts, the Mayans and famous artists throughout history. Literacy: Lowry stories. Geography: Finding out where the Mayans, Pirates and Vikings came from. 		
How you can help your child at home	<p>Watching videos from the link provided based around topics done in school. Art and Design KS2: https://www.bbc.co.uk/bitesize/subjects/zn3rkqt</p>		

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Word reading: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)</p> <p>Spelling: use further prefixes and suffixes and understand the guidance for adding them</p> <p>Composition: identify the audience for and purpose of the writing. Plan drawing on reading and research where necessary</p> <p>Grammar: write in a formal register, passive voice, use the perfect form of verbs</p> <p>Comprehension: read and discuss and range of fiction, increase familiarity with a range of texts, recommend books to peers, identify themes, make comparisons.</p> <p>Handwriting: write legibly, fluently and with increasing speed. Choose which shape of a letter to use. Choose the writing implement that is best suited for a task.</p> <p>Speaking and Listening: Give well-structured explanations</p>		<p>Word reading: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)</p> <p>Spelling: spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>Composition: consider how authors have developed characters and settings, select appropriate grammar and vocabulary, to change and enhance meaning</p> <p>Grammar: use expanded noun phrases, using modal verbs or adverbs to indicate degrees of possibility</p> <p>Comprehension: learn poetry by heart, prepare poems and plays to read aloud, check meaning in context, ask questions, draw inference, make predictions, summarise ideas</p> <p>Handwriting: write legibly, fluently and with increasing speed. Choose which shape of a letter to use. Choose the writing implement that is best suited for a task.</p> <p>Speaking and Listening: consider and evaluate different viewpoints</p>		<p>Word reading: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)</p> <p>Spelling: continue to distinguish between homophones and other words which are often confused</p> <p>Composition: describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action, precise longer passages,</p> <p>Grammar: use relative clauses beginning with who, which, where, when, whose, that or with an implied, use commas to clarify meaning and to avoid ambiguity in writing</p> <p>Comprehension: identify how language and structure contribute to meaning, evaluate authors use of language</p> <p>Handwriting: write legibly, fluently and with increasing speed. Choose which shape of a letter to use. Choose the writing implement that is best suited for a task.</p> <p>Speaking and Listening: use questions to build knowledge</p>	
Key Assessments	Writing assessment as baseline AR assessment	Writing assessment as at end of term AR assessment	AR assessment	Writing assessment at end of term AR assessment	AR assessment	Writing assessment at end of term AR assessment
Important literacy and numeracy developed this year	<p>Literacy: N/A</p> <p>Numeracy: Using the library, dates and times for authors and time periods</p>					
Wider Skills	Communicating, sharing ideas, research for different topics, extending writing perseverance					
How you can help your child at home	BBC Bitesize English/ language and literacy Oxford Owl home learning		Books and stories on line.			

Subject: Computing

*“Computing is not about computers anymore.
It’s about living.”- Nicholas Negroponte*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<ul style="list-style-type: none"> Design a computer animation Create a stop motion animation Add sound to video Evaluate and improve 	<ul style="list-style-type: none"> Understand E-Safety Develop HTML skills Understand how CSS changes the look of a webpage Be able to add CSS to a web page 	<ul style="list-style-type: none"> Understand that there are many different ways to complete the same task with a computer. Select the most appropriate method to complete a task Use a computer to create geometric shapes and repeating patterns. 	<ul style="list-style-type: none"> Improve debugging skills Programming concepts <ul style="list-style-type: none"> Iteration Selection Sequence Create functions 	<ul style="list-style-type: none"> Design software for a specification Review design Create software from the design Evaluate and improve 	<ul style="list-style-type: none"> Understand how modern technology affect society. Identify where technology has affected society. Design some technology that would improve something. Explain how it would help.
Key Assessments						
Important literacy and numeracy developed this year	<p>Literacy:</p> <p>Numeracy:</p>					
Wider Skills						
How you can help your child at home						

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
Skills and knowledge	<p>Number: Place Value</p> <ul style="list-style-type: none"> read, write, order and compare numbers to at least 1 000 000 count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero Compare and order numbers up to 1,000,000 round any number within a million solve number problems and practical problems read Roman numerals to 1000 (M) <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally Round to check answers to determine the levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. <p>Statistics</p> <ul style="list-style-type: none"> Complete, read and interpret information in tables, including timetables. Solve comparison, sum and difference problems using information presented in a line graph. <p>Number: Multiplication & Division</p> <ul style="list-style-type: none"> Find all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers recall prime numbers up to 100 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method <p>Measurement: Perimeter & Area</p> <ul style="list-style-type: none"> Measure the perimeter of rectilinear shapes Calculate the perimeter of shapes and working out unknown sides. Use a formula to find the area of a rectangle Find the Area of compound and irregular shapes. 		<p>Number: Multiplication & Division</p> <ul style="list-style-type: none"> multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Recognise and use square numbers and cube numbers, and the notation for squared and cubed solve problems involving all knowledge learnt in this topic. <p>Number: Fractions</p> <ul style="list-style-type: none"> compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths Convert improper fractions to mixed numbers. Add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams <p>Number: Decimals and Percentages</p> <ul style="list-style-type: none"> Read and write decimal numbers as fractions [for example, 0.71 = 71/100 Round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25 		<p>Decimals</p> <ul style="list-style-type: none"> Add and subtract decimals within 1 and with the same/ different number of decimal places. Find the complimenting decimal to make 1. Add and subtract numbers with decimals from whole numbers. Order decimals Multiply and divide decimals by 10,100 and 1000. <p>Geometry : Properties of Shape</p> <ul style="list-style-type: none"> Identify 3D shapes including cubes and cuboids Know angles are measured in degrees. Estimate and compare acute, obtuse and reflex angles Draw given angles and measure them in degrees Identify -angles at a point and one whole turn (total 360°) -angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180°) -other multiples of 90° <p>Geometry: Position & Direction</p> <ul style="list-style-type: none"> Identify, describe and represent the position of shape following a reflection or translation using the appropriate language. Recognise that the shapes haven't changed following a reflection or translation. <p>Measurement: Converting Units</p> <ul style="list-style-type: none"> Convert between kilometres and metres, grams and kilograms, metres to millimetres, litres to millilitres. understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints Convert between different units of time including; years, months, weeks, days, hours, minutes and seconds. Solve problems using different measurements and converting units. <p>Measurement: Volume</p> <ul style="list-style-type: none"> Understand what volume is and compare volumes of different amounts using cubes. Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] 		
Key Assessments	Marking and Feedback End of block assessments						
Important literacy and numeracy developed this year	Literacy: Reading and writing complex numbers, reading and understanding complex word problems, understanding mathematical language, symbols and diagrams. Numeracy: N/A						
Wider Skills	Resilience, application to real life, explaining, communication skills, problem solving, perseverance						
How you can help your child at home	My Maths, Timestables Rockstars https://home.oxfordowl.co.uk/maths/						

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Locational knowledge use maps to locate the world’s countries - focus on Eastern Europe and South America, their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Geography skills &field work use maps, atlases, globes and digital/computer mapping to locate countries and describe features</p>	<p>Locational knowledge name and locate counties and cities of the UK - physical features, including mountains, and rivers, and land-use patterns; showing change over time</p> <p>Geography skills &field work use the eight points of a compass</p>	<p>Locational knowledge identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map</p> <p>Geography skills &field work Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p>	<p>Locational knowledge use key vocabulary : atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p> <p>Geography skills &field work use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs</p>	<p>Place knowledge understand the geographical similarities and differences of human geography of a region of the United Kingdom, a region of Eastern Europe and South America</p> <p>Human and physical climate zones, biomes and vegetation belts, mountains and the water cycle</p> <p>Geography skills &field work Use key vocabulary: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey</p>	<p>Place Knowledge study a region of the UK, a region of Eastern Europe and South America use key vocabulary : latitude, Arctic Circle, climate etc</p> <p>Human and Physical human geography, including: types of settlement and land use, economic activity including trade links,</p> <p>Geography skills &field work See Summer 1</p>
Key Assessments	N/A	N/A	N/A	N/A	N/A	N/A
Important literacy and numeracy developed this year	<p>Literacy: spelling tier 2 words in context, extended writing in paragraphs, reading – non fiction</p> <p>Numeracy: direction, numbers using larger digits (population, sizes) negative numbers (temperature)</p>					
Wider Skills	Understanding locations , map reading, directions					
How you can help your child at home	<p>National Geographic - https://www.natgeokids.com/uk/teacher-category/geography</p> <p>BBC - https://www.bbc.co.uk/programmes/b006vj4c KS2 https://www.bbc.co.uk/programmes/b006vj4c</p>					

Subject: RE

*“Teach a youth about the way he should go;
even when he is old he won’t depart from it ” Proverbs 22:6*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>To understand beliefs and teachings.</p> <p>Explain how some teachings and beliefs are shared between religions.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p>	<p>To understand practices and lifestyles</p> <p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Show an understanding of the role of a spiritual leader.</p>	<p>To understand how beliefs are conveyed</p> <p>Explain some of the different ways that individuals show their beliefs.</p>	<p>To reflect</p> <p>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</p> <p>Explain their own ideas about the answers to ultimate questions.</p> <p>Explain why their own answers to ultimate questions may differ from those of others.</p>	<p>To understand values</p> <p>Explain why different religious communities or individuals may have a different view of what is right and wrong.</p>	<p>To understand values</p> <p>Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</p> <p>Express their own values and remain respectful of those with different values.</p>
Key Assessments	N/A	N/A	N/A	N/A	N/A	Teacher assessment
Important literacy and numeracy developed this year	<p>Literacy: Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills</p> <p>Numeracy: Times and dates in RE context</p>					
Wider Skills	Considering others opinions and beliefs. Sharing own ideas. Speaking and listening,					
How you can help your child at home	<p>https://www.natre.org.uk/resources</p> <p>BBC bite sized – BBC RE</p>					

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Multi & Core Skills</p> <p>Running, Jumping, Throwing, catching, learning and exploring how to control the body.</p> <p>Basic relays, small sided games and baseline activities</p> <p>Movement in space, spatial awareness, making use of space and learning how to use lines for various things.</p> <p>Teamwork, cooperation, independence, leadership, listening and resilience.</p> <p>Learning how to work alongside and with your class</p>	<p>Gymnastics</p> <p>Body movement and exploring the body different environments, rolls, jumps, travelling and linking actions, shapes and balances, performing to best of ability</p> <p>Watching own and others performance identifying strengths and improvements</p> <p>Create own short routine / sequence using a variety of equipment, including height and flight</p>	<p>Dance</p> <p>Exploring dance and the body through movement, travel, locomotion, speed, style and linking skills.</p> <p>Learning a motif; copy and remember.</p> <p>Linking different skills together through copying or remembering, showing own sense of style.</p> <p>Make own short routine / sequence showing sense of style</p> <p>Perform the routine with pride.</p>	<p>Team Games</p> <p>Throwing, catching, passing and bouncing.</p> <p>Learning what a team is and that there are two teams that work against each other.</p> <p>Follow simple rules of conditioned activities.</p> <p>Participate in a simple conditioned activity.</p> <p>Learn how to work together to score and beat opposition</p>	<p>Striking and Fielding Games</p> <p>Throwing, catching and bowling.</p> <p>Striking the ball and batting.</p> <p>Work together to get the ball back to the bowler.</p> <p>Target practice.</p> <p>Learning how to work together to try and beat their opponent</p> <p>Learning the rules of the game and abiding by them</p>	<p>Athletics</p> <p>Running for distance and running for speed.</p> <p>Throwing – underarm and overarm. Different distances and targets.</p> <p>Jumping for height and distance</p> <p>Learning more specific techniques of running, jumping and throwing.</p> <p>Trying your best to compete and looking at your best performance. Performing at your best when it counts. Looking at your strength and areas for improvement through technique and event.</p>
Key Assessments	Mini assessment in core skills	Create, develop and show a gymnastics routine, including key skills	Create and show a dance routine / sequence	Participate in isolated drills / activities and conditioned games	Participate in isolated drills/ activities and conditioned games	Assessment of knowledge and understanding, technique and performance (times/distances)
Important literacy and numeracy developed this year	<p>Literacy: Keywords for each unit of work with key words leading through: run, jump, move, catch, bounce, team, score and performance.</p> <p>Numeracy: Basic counting and comparing of numbers where appropriate, power, distance, height.</p>					
Wider Skills	Teamwork, resilience, exploring how to body works in different situations and environments and learning how the body works and reacts to exercise.					
How you can help your child at home	Be active at home, play different sports and activities, make use of technology to help you keep active as a family/household. Learning how the body responds to exercise, both physically and mentally, promoting the positive effects of exercise. Encourage healthy eating and guide food choices and balance of health and unhealthy foods.					

	Autumn 1 We're all stars	Autumn 2 Be Friendly Be Wise	Spring 1 Daring to be Different	Spring 2 Living Long Living Strong	Summer 1 Dear Diary	Summer 2 Daring to be Different
Skills and knowledge	<ol style="list-style-type: none"> 1. Devising a class charter. 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Communication skills 6. Role models 	<ol style="list-style-type: none"> 1. Different types of friends 2. Conflict resolution 3. Managing anger 4. Anti-bullying 5. First aid 6. E-safety and cyber-bullying 	<ol style="list-style-type: none"> 1. Understanding the physical changes at puberty (boys) 2. Understanding the physical changes at puberty (girls) 3. Recognising different types of relationships 4. The concept of well-being 5. Being an effective learner 6. Role models 	<ol style="list-style-type: none"> 1. Differences of opinion 2. Agreeing and disagreeing 3. Risky choices 4. Standing out from the crowd 5. Being assertive 6. Anti-bullying 	<ol style="list-style-type: none"> 1. Knowing where to go for help 2. Managing uncomfortable feelings – embarrassment 3. Put-downs and boost-ups 4. Breaking friends 5. Forgiveness 6. Supporting each other 	<ol style="list-style-type: none"> 1. Anti-social behaviour and the consequences of crime 2. Rules and laws 3. The local courts 4. Voting and debating 5. Having a say in the school community 6. Fund raising
Year B	IT'S OUR WORLD	SAY NO! (Drugs education)	MONEY MATTERS	WHO LIKES CHOCOLATE?	PEOPLE AROUND US	GROWING UP
	<ol style="list-style-type: none"> 1. Devising a class charter 2. Understanding democracy 3. Environmental awareness and responsibility 4. Climate change – greenhouse gases 5. Climate change – carbon footprint 6. Sustainability issues 	<ol style="list-style-type: none"> 1. Risk taking and dealing with pressure 2. Legal and illegal drugs 3. Say no to smoking 4. Attitudes to alcohol 5. Keeping safe in my local area: say no to knives 6. Anti-bullying 	<ol style="list-style-type: none"> 1. Earning money 2. Value for money 3. Lending and borrowing money 4. Achieving goals 5. Deductions and expenses 6. Poverty 	<ol style="list-style-type: none"> 1. Rich and poor nations 2. Trade across the world 3. Global footprints 4. Food shortages and hunger 5. Fairness and responsibility 6. Reporting the news 	<ol style="list-style-type: none"> 1. National, religious and ethnic identities in the UK 2. Different types of relationships 3. Stereotyping and judgement 4. Put-downs and conflict 5. Enduring friendships 6. Forgiveness 	<ol style="list-style-type: none"> 1. Body changes in puberty 2. Where do babies come from? 3. Being a parent 4. The costs of being a parent 5. Common responses to change 6. Transition and moving on
Key Assessments	Practical based assessment Summative and formative assessment					
Important literacy and numeracy developed this year	Literacy: Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills acting out scenario ,speaking and listening to each other Numeracy: Timings, ordering, counting					
Wider Skills	Considering others opinions and beliefs. Sharing own ideas. Speaking and listening,					
How you can help your child at home	Watching videos from the link provided based around topics in school. Key Stage 2 PSHE https://www.bbc.co.uk/bitesize/subjects/zmpfb9q Talking about the topics, teaching independence, reinforcing the “fundamental British values” as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths.					

Subject: Science

*“The important thing is not to stop questioning.
Curiosity has its own reason for existing.” Albert Einstein*

	Autumn Term 1&2	Spring Term 1&2	Summer Term 1&2
	Year 5:	Year 5:	Year 5:
Skills and knowledge	<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 ideas of the earth’s rotation to explain day and night and the apparent movement of the sun of the sun across the sky. 	<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 Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets Know that some materials will dissolve in liquid to form a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, included through filtering, sieving and evaporating 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, including changes associated with burning and the action of acid on bicarbonate of soda 	<ul style="list-style-type: none"> Describe the changes as humans develop to old age 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
Key Assessments	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment
Important literacy and numeracy developed this year	Literacy: Numeracy:		
Wider Skills			
How you can help your child at home			

	Autumn Term 1&2	Spring Term 1&2	Summer Term 1&2
	<p>Year 5: Biscuits for Charity Story scene in a shoe box</p> <p>Year 6: Re-cap - Electrical circuits using buzzers, switches. Create a moving or light up model</p>	<p>Year 5: Viking long boats Shield designs</p> <p>Year 6: Switched on Unit 6 We are pop up cafe designers</p>	<p>Year 5: We are Lighting designers Create moving robots-enter commands & use sensors</p> <p>Year 6: Food technology-create a dish using example of rations from WW2</p>
Skills and knowledge	<ul style="list-style-type: none"> To design purposeful, functional appealing products. To be able to improve ideas by refining design work. To be able to make products using a range of tools. To be able to take inspiration from design throughout history. To be able to evaluate a range of products against a design criteria. To be able to use technical knowledge to build structures, exploring ways to make them more stable. To be able to master practical skills including: <p>Food: prepare ingredients, use measuring equipment and understand basic principles of a healthy and varied diet. To be able to safely use cooking equipment and follow a simple recipe. To be able to understand the correct storage/handling of ingredients.</p> <p>Electricals and electronics: to diagnose faults in battery operated devices and create series/parallel circuits. Assemble electronic kits such as LED’s, resistors, transistors and chips).</p> <p>Construction: To practice essential skills including; drilling, screwing, gluing, nailing and sanding materials to make and strengthen products. To be able to strengthen materials using suitable techniques.</p>	<ul style="list-style-type: none"> To design purposeful, functional appealing products. To be able to improve ideas by refining design work. To be able to make products using a range of tools. To be able to take inspiration from design throughout history. To be able to evaluate a range of products against a design criteria. To be able to use technical knowledge to build structures, exploring ways to make them more stable. To be able to master practical skills including: <p>Materials: to be able to use a range of equipment and cutting/shaping techniques. To be able to take measurements and mark out to the nearest mm. Refine the finish of products ensuring they are fit for purpose ie. Sanding.</p> <p>Construction: To practice essential skills including; drilling, screwing, gluing, nailing and sanding materials to make and strengthen products. To be able to strengthen materials using suitable techniques.</p> <p>Textiles: to be able to join materials using templates and stitching. To be able to select the correct method to decorate textiles. To be able to create products such as a pillow and understand the importance of seam allowance.</p>	<ul style="list-style-type: none"> To design purposeful, functional appealing products. To be able to improve ideas by refining design work. To be able to make products using a range of tools. To be able to take inspiration from design throughout history. To be able to evaluate a range of products against a design criteria. To be able to use technical knowledge to build structures, exploring ways to make them more stable. To be able to master practical skills including: <p>Computing: to model designs using software designed for purpose and to write codes of control.</p> <p>Mechanics: to create products using levers, wheels and winding mechanisms. To be able to apply scientific knowledge to design and technology including converting rotary motion to linear (using cams).</p> <p>Electricals and electronics: to diagnose faults in battery operated devices and create series/parallel circuits. Assemble electronic kits such as LED’s, resistors, transistors and chips).</p> <p>Food: prepare ingredients, use measuring equipment and understand basic principles of a healthy and varied diet. To be able to safely use cooking equipment and follow a simple recipe. To be able to understand the correct storage/handling of ingredients.</p>
Key Assessments	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment	Practical based assessment Summative and formative assessment
Important literacy and numeracy developed this year	<p>Literacy: To be able to write instructions in cooking or making a design.</p> <p>Numeracy: Maths using measurements and numbers.</p>		
Wider Skills	<p>Computing: Using LEGO and animation.</p> <p>History: learning about Vikings.</p> <p>Art: Making your own shield and decorating.</p> <p>PSHE: PSHE: Charity, what this means by helping others.</p>		
How you can help your child at home	<p>Watching videos from the link provided based around topics done in school.</p> <p>Key Stage 2 D&T: https://www.bbc.co.uk/bitesize/subjects/zyr9wmn</p>		

Subject: History

*“The more we know about the past,
the better prepared you are for the future” - Theodore Roosevelt*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	World War I		Vikings		Modern Europe (Geography Link)	
	<p>Pupils will know;</p> <ul style="list-style-type: none"> • When WW1 occurred and why it happened? • Who was involved in WW1 (Geography link)? • What the Home Front and the Western Front were? • How WW1 ended? • How Britain celebrated the end of war? • What Armistice Day is? <p>Pupils will be able to;</p> <ul style="list-style-type: none"> • Show an awareness of the concept of propaganda. • Know that people in the past represent events or ideas in a way that may be to persuade others. • Accurately, order an increasing number of events on a timeline • Understand and describe the main changes in a period of history • Examine causes and results of events and the impact it had on people 		<p>Pupils will know;</p> <ul style="list-style-type: none"> • Who the Vikings were and where they came from. • How and why they invaded Britain? • How some kings in Britain dealt with the Viking invaders? • How the Vikings worked and lived? • What the Vikings believed in? • How and what the Vikings traded? <p>Pupils will be able to;</p> <ul style="list-style-type: none"> • Accurately, order an increasing number of events on a timeline • Understand and describe the main changes in a period of history • Identify and note connections, contrasts and trends over time in the everyday lives of people • Understand and use appropriate historical terms. • Describe the key features of the past. 		<p>Pupils will know;</p> <ul style="list-style-type: none"> • The main countries that are in Europe. • Important history in the following countries; <ul style="list-style-type: none"> - France - Germany - Spain - Italy - Norway <p>Pupils will be able to;</p> <ul style="list-style-type: none"> • Use varied evidence to collect evidence about the past. • Accurately, order an increasing number of events on a timeline • Understand and describe the main changes in a period of history • Identify and note connections, contrasts and trends over time in the everyday lives of people • Understand and use appropriate historical terms. 	
Key Assessments	Teacher Assessment		Teacher Assessment		Teacher Assessment	
Important literacy and numeracy developed this year	<p>Literacy: present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing plan and present a self-directed project or research about the time period</p> <p>Numeracy: Times and Dates related to topic in History.</p>					
Wider Skills	Speaking and Listening, critical thinking and reasoning, interpreting historical evidence.					
How you can help your child at home	BBC Bitesize- History History books and TV programmes. Visiting historical places / Museums.					

Subject: Music – delivered by County music

“Music education opens doors that help children pass from school into the world around them – a world of work, culture, intellectual activity, and human involvement.

The future of our nation depends on providing our children with a complete education that includes music.” – Gerald Ford

	Perform	Compose	Compose	Describe	Transcribe
Skills and knowledge	<p>Sing or play from memory confidently.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato (repeated rhythm) to accompany singing.</p> <p>Perform with controlled breathing (voice) and skillful playing (instrument).</p>	<p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p>	<p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>	<p>Use a wide range of musical vocabulary when listening to music. Describe how lyrics often reflect the cultural context of music and have social meaning. pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combinations</p>	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical staff. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.
Key Assessments	Lessons delivered by Warwickshire County Music service.				
Important literacy and numeracy developed this year	<p>Literacy: vocabulary of musical terms</p> <p>Numeracy: counting</p>				
Wider Skills	Being able to give opinions, work together, practice with an instrument, overcome barriers				
How you can help your child at home	<p>https://www.bbc.co.uk/teach/bring-the-noise</p> <p>Listening to music from different composers, performers, time periods.</p>				

Subject: MFL

*“One language sets you in a corridor for life.
Two languages open every door along the way.”. — Frank Smith*

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	To listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	To engage in conversations; ask and answer questions; express opinions and respond to those of others. To speak in sentences, using familiar vocabulary, phrases and basic language structures.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • To present ideas and information orally to a range of audiences. • To read carefully and show understanding of words, phrases and simple writing.	To broaden their vocabulary and develop their ability to understand new words. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing. • To understand basic grammar	To write phrases from memory. Describe people, places, things and actions orally and in writing. Understand basic grammar appropriate to the language being studied.	To appreciate stories, songs, poems and rhymes in the language.
Key Assessments	N/A	N/A	N/A	N/A	N/A	Teacher judgement
Important literacy and numeracy developed this year	<p>Literacy: Spelling, grammar, punctuation</p> <p>Numeracy: Vocabulary around numbers and counting</p>					
Wider Skills	Speaking and listening.					
How you can help your child at home	KS2 French BBC bite sized. Lingascope					