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| **CYCLE 1 Year Group – 5/6** |
|  | **Autumn 1 (8wks)****Ancient Greece** | **Autumn 2 (7wks)****Shakespeare**  | **Spring 1 (6 wks)****Titanic**  | **Spring 2 (7 wks)****To infinity and beyond (Space)**  | **Summer 1 (4 wks)** **WW1 John Rhodes**  | **Summer 2 (7wks)****Wizard of Oz/ Wild weather** |
| **English** | Genre * Newspaper
* Letter
* Story
* Information text.

POR Books: THE ADVENTURES OF ODYSSEY/ GREEK MYTHS | Genre * Biography
* Prologue
* Letters
* Retell – assessed write.
* Play-script

POR Books: MACBETH | Genre Persuasive writingInstructions (lifeboats)Letter (from the Titanic)GPS Formal and informal languageTenseImperative verbs  | Genre * Explanation text
* Description.
* Story
* Newspaper.
* Balanced argument.

POR Books: COSMIC COSMIC DISCO | Genre Biography (John Rhodes)Descriptive sentencesPoetry (remembrance)GPS Word classExpanded noun phraseConjunctionsPunctuation ! ? ()POR Books: STAY WHERE YOU ARE AND THEN LEAVEROSE BLANCHETHE SILVER DONKEY  | Genre * Explanation text.
* Newspaper
* Poems

POR Books: THE OTHER SIDE OF TRUTHTOWN IS BY THE SEA  |
| **Maths** | * Place Value
* Number – 4 operations
* Problem solving.
 | * Fractions
* Geometry – position and direction.
* Problem solving.
 | * Decimals
* Percentages
* Algebra
* Problem solving.
 | * Measurement
* Perimeter, area, volume
* Ratio
* Problem solving.
 | * Geometry – properties of shapes.
* Problem solving.
* Statistics
 | * Consolidation & preparation for high school.
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| **Science** | TOpic theme: Evolution. Skills: * Researching using secondary sources
* Grouping, sorting and classifying
 | Topic ThemeLight Skills* Fair Testing
* Pattern seeking
* Observing over time
* Problem solving-including data handling and interpretation
* Researching using secondary sources
* Grouping, sorting and classifying
 | Topic ThemeAnimals including humansSkills* Fair Testing
* Pattern seeking
* Observing over time
* Problem solving-including data handling and interpretation
* Researching using secondary sources
* Grouping, sorting and classifying
 | Topic ThemeLiving things and their habitatsSkills* Researching using secondary sources
* Grouping, sorting and classifying
 | Topic ThemeElectricity Skills* Fair Testing
* Pattern seeking
* Problem solving-including data handling and interpretation
 | Topic ThemeElectricitySkills* Fair Testing
* Pattern seeking
* Problem solving-including data handling and interpretation
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| **History**  | Skills• Use sources of evidence to deduce information about the past.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).Activities* Who were the Ancient Greeks?
* Ancient Greek democracy
* Ancient Greek Olympics
* The Trojan War

Key UKS2 Vocabularyera, epoch, chronology, continuity, change, years, decades, century, millennia, legacy, AD (Anno Domini), BC (Before Christ), CE (Common Era), BCE (Before Common Era), During the reign of [ ] , Towards the end of the [ ] period | Skills* Chronological time line.
* History of theatre.

Activities* Learn about William Shakespeare and how the theatre developed.
* Organise events from Shakespeare time to today.

Key UKS2 Vocabularyera, epoch, chronology, continuity, change, years, decades, century, millennia, legacy, AD (Anno Domini), BC (Before Christ), CE (Common Era), BCE (Before Common Era), During the reign of [ ] , Towards the end of the [ ] period | SkillsPlace events, artefacts and historical figures on a time line.Use dates and terms to describe events.Suggest causes and consequences of some of the main events and changes in history.ActivitiesCreate a timeline of events leading up to and including sinking of the Titanic. Who were the passengers of the Titanic?Consider who was to blame for the sinking of the Titanic. Key UKS2 Vocabularyera, epoch, chronology, continuity, change, years, decades, century, millennia, legacy, AD (Anno Domini), BC (Before Christ), CE (Common Era), BCE (Before Common Era), During the reign of [ ] , Towards the end of the [ ] period | Skills* Chronological time line.

Activities* Timeline of key space events – space exploration
* History of moon landings
* Space race – Russia, USA

Key UKS2 Vocabularyera, epoch, chronology, continuity, change, years, decades, century, millennia, legacy, AD (Anno Domini), BC (Before Christ), CE (Common Era), BCE (Before Common Era), During the reign of [ ] , Towards the end of the [ ] period | SkillsDescribe changes that have happened in the locality of the school throughout history.Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.ActivitiesDiscover why Britain was at war.Research how the opposing armies fought.Learn about the roles of women during wartime. Carry out a focussed study of the achievements of John Harold Rhodes. Key UKS2 Vocabularyera, epoch, chronology, continuity, change, years, decades, century, millennia, legacy, AD (Anno Domini), BC (Before Christ), CE (Common Era), BCE (Before Common Era), During the reign of [ ] , Towards the end of the [ ] period | N/A |
| **Geography**  | Skills* Map Work – locating countries and key locations
* Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.

 Activities * Locating Greece on a World Map and landmarks.
* Similarities and differences in climate and weather.
 | Skills* To use maps, atlases and globes to locate countries and features.

Activities* Map work – locating European countries.
* Map Work – locating cities of Italy.
* Comparing local area with Italian cities.
 | SkillsInvestigate places • Use maps, atlases, globes and digital/computer mapping to locate countries.Use the eight points of a compass, Explain own views about locations, giving reasons.ActivitiesPlot points on a grid using NSEW directions. Route that the titanic took.Grid refs for Titanic wreckage on World map.Opinions – why did it sink, should they have taken a different route? Why? | Skills* Use maps to recognise position and significance of longitude, latitude, Equator, Northern/ Southern hemisphere.

Activities* Locate key areas on a world map -
 | SkillsDescribe how the locality of the school has changed over time.ActivitiesLooking at local maps over a period of time. How have physical and human features changed. Plot these changes | Skills* Use maps to recognise position and significance of longitude, latitude, Equator, Northern/ Southern hemisphere.

Activities* Discuss differences in weather between certain hemispheres.
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| **DT** | Skills* Design, make and evaluate flat bread

  Activities* Research food from Greece
* Taste a variety of Greek foods and evaluate the taste
* Know what food is grown, made and eaten in Greece
* Make flat bread, following a recipe
* Evaluate the bread that they have made using their success with skills, look of final product and taste of final product.
 | Skills* Design, make and evaluate a mask.

Activities* Research to inform design.
* Annotate sketches of design ideas.
* Select tools and material to make masks.
* Evaluate ideas and products.
 | Skills**Design and Make**Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product.ActivitiesUsing knowledge of circuits, design and build a lighthouse | Skills <https://www.stem.org.uk/resources/community/collection/22312/tim-peake-project-activities> * Technical knowledge – How to strengthen, stiffen and reinforce more complex structures.

Activities* Create a rocket
 | Skills**Design and Make using textiles**Choose suitable techniques to construct products or to repair items.Join textiles with appropriate stitchingSelect the most appropriate techniques to decorate textiles.ActivitiesDesign and create a book mark based on the theme of remembrance. | SkillsActivities |
| **Art** |  | Skills* Shading, redrafting,

Activities* Yr 6 Graffiti art – Art exhibition
* Yr 5 – Romeo and Juliet artwork – art exhibition.
 | Skills - Drawing • Annotate sketches to explain and elaborate ideas.• Sketch lightly• Use shading to show light and shadow.ActivitiesBoat sketchingPassenger drawingWallpaper patterns**Artist – William Morris** | Skills * Drawing and painting

Activities* Peter Thorpe – Rocket art
 | Skills - **Painting**• Mix colours effectively.• Use watercolour paint to produce washes forbackgrounds then add detail.• Experiment with creating mood with colour.ActivitiesPortrait paintingLocal area/landscape painting **Art Exhibition** | Skills: * sketching, colour, famous artist

Activities* Portraits
* Picasso
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| **Music** | Skills: * Perform in solo and ensemble contexts, using their voices
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions

Activities: * Practise singing appropriate songs – sole and duet.
 | Skills* Listen to and reflect on music.
* Create and perform
* Choose appropriate instruments.

Activities* Mambo – listening, create image.
* Perform a rhythmic pattern to a pulse.
* Play a Mambo pulse using percussion instruments.
 | SkillsDescribing musicActivitiesListening to and evaluating music from different time periods (particularly that of the Titanic). | Skills* Listen to music with focus
* Performance and composition
* Developing techniques of performance

Activities* Music express unit – Solar system (6 week)
 | SkillsPerforming music (vocal)ActivitiesChildren learn and perform a range of songs about WW1 and also from the period (Archie Dobson’s War). | Skills* Appreciation of music
* Performance

Activities |
| **ICT** | Skills* We are adventure gamers

Activities* Make a text-based adventure game
 | Skills* Word processing
* Downloading images.

Activities* Produce a 2019 Calendar using word processing and publisher, alongside downloading images.
 | Skills* We are computational thinkers.

Activities* Master algorithms for searching and maths
 | Skills* We are advertisers.

Activities* Create a short TV advert using movie maker.
 | Skills* We are travel writers.

Activities* Produce a travel documents using Google maps, digimaps, moviemaker.
 | Skills* We are publishers.

Activities* Create a year book using publisher.
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| **PE** |

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| Skills* Invasion games.
* Dance

 Activities / Sports* Netball
* Dodgeball
* End ball

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 | Skills* Invasion games.
* Dance

Activities / Sports* Netball
* Dodgeball
* End ball
 | Skills* Gymnastics
* Alternative

Activities / sports* Boccia
* Boxercise
* - Fencing
 | Skills* Athletics
* OAA

Activities / sports* events like Tunstall Athletics incl; relays, javelin, shot putt, sprints, skipping…
* orienteering
* Stanley Head
 | Skills* Net / Wall

Activities / sports* Badminton
* Tennis
 | Skills* Striking & Fielding

Activities / sports* kwik cricket
* rounders
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| **RE** |

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| What do Religions say to us when life get hard?  Harvest |

 | What do Religions say to us when life get hard? RemembranceChristmas.  | Is it better to express your religion in art or architecture or in charity and generosity?  | Is it better to express your religion in art or architecture or in charity and generosity?Easter  | What matters most to Christians and Humanists?  | What does it mean to be a Muslim in Britain today? |
| **Enrichment activities.**  |

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| * Stanley Head residential – Sept
* Crucial crew event – Sept
* Head boy/ girl interviews.
* Bikeability – year 5
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 | * Theatre – Wind in the Willows
* Remembrance
* Children in Need
* Carol Service
* Road Safety week.
* Anti-bullying week.
* Christmas fair.
* Yr 5 OHA Xmas production.
 | * Young Voices
* Internet safety day.
* Change for life day
* Titanic – 4D Room Experience
 | * Dance festival
* World Book day
* Science week.
* **Jodrell Bank?**
* **Manchester Science Museum?**
 | * Stanley Head – Yr 5
* Change for life day
* **Stanley Head – Compass work/ orienteering trip?**
 | * Kingswood-Yr 6
* Prom
* Enterprise day – Yr 6
* Sports day.
* Leaver performance – Yr6.
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| **SMSC** | * Head boy/ girl interviews.
* School council.
 | * Anti-bullying assembly – empathy towards others.
* British History – social differences.
* Remembrance
 |  | * Moon landings – real or not.
* Influential people from the past – Woman in space?
* Link to Branson’s space flight idea?
 |  | * Global warming.
* Moral – government support towards struggling countries affected by natural disasters.
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